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This teaching guide, developed with ESEA Title I funds, outlines an oral English program to help Negro students eliminate nonstandard pronunciation and usage in their speech. The first part consists of three lessons to motivate the students, which develop particular concepts about language. The second and third parts contain pronunciation and usage lessons which deal with one item of linguistic interference and give the student an opportunity to use standard English in a particular situation. Each lesson has three or four followup activities, which are designed as 10- or 15-minute activities to be presented following the basic lessons. The guide also contains an outline of the characteristics of Negro dialects, general teaching suggestions, and a brief bibliography. (See also UD 007696 for parallel program to help Mexican-American students). (EF)

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STANDARD ORAL ENGLISH

INSTRUCTIONAL
GUIDE C FOR
TENTH GRADE



ELEMENTARY
AND SECONDARY
EDUCATION ACT

LOS ANGELES CITY SCHOOLS

UD 004.695

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TENTH GRADE

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LOS ANGELES CITY SCHOOLS
Division of Secondary Education
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FOREWORD

Oral language--speech--is the most common form of human communication. Yet, oral language has received less emphasis in the English program for secondary schools than other forms of communication. Many students who speak a non-standard variety of English have not had the kind of specialized instruction needed to teach them standard English.

The inability to speak standard English seriously handicaps many Negro students academically, particularly in their reading, as well as socially and vocationally. In the past, the regular English program has not adequately made provision to remedy the specific language problems of Negro students. This publication outlines an oral English program designed specifically to help these students eliminate the gross nonstandard pronunciation and usage items in their speech in situations which require the use of standard English. The program consists of basic lessons, follow-up lessons, and related taped drills.

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CONTENTS

	Page
FOREWORD	iii
ACKNOWLEDGMENTS.....	iv
OBJECTIVES.....	vii
GENERAL INTRODUCTION	viii
SPEECH CHARACTERISTICS	ix
USE OF THE GUIDE.....	xi
DIAGNOSIS OF NEED	xii
GENERAL TEACHING SUGGESTIONS	xiii
 PART ONE--MOTIVATION	 1
 LESSON 1 -- The Languages You Speak, Part I	 3
LESSON 2 -- The Languages You Speak, Part II	9
LESSON 3 -- The Languages You Speak, Part III	16
 PART TWO--LESSONS, B10 SEMESTER	 27
 LESSON 4 -- Initial TH Sound	 29
LESSON 5 -- To Be--Am, Is, Are	32
LESSON 6 -- To Be--Was, Were, Will Be	36
LESSON 7 -- Who Am I?	39
LESSON 8 -- Final TH Sound	41
LESSON 9 -- Third Person Singular, Present Tense	43
LESSON 10 -- Third Person Singular, Present Perfect Tense	46
LESSON 11 -- Impromptu Speaking	49
LESSON 12 -- They - Their	51

OBJECTIVES

- To develop greater ability to speak standard English
- To understand the academic, social, and vocational advantages of using standard English
- To understand that English is spoken in various ways by different groups of people
- To understand that the variation of English to be spoken is determined by the situation
- To recognize situations in which the use of standard English is most appropriate
- To recognize that the language we use has great influence upon our daily lives

GENERAL INTRODUCTION

When many Negro students try to learn standard English, the nonstandard items from their dialect interfere with the standard English items being taught. For example, many Negro students substitute a **D** sound for the beginning **TH** sound in words like **the**, **this**, and **that**. They fail to develop the ability to speak the standard sound unless they are given lessons containing drills and other activities that contain specific instruction on this sound. For this reason, this guide contains lessons involving specialized instruction on particular speech deviations. Most of the lessons are designed to be used with accompanying taped drills.

Nonstandard characteristics are present in the English spoken by many Negro students in the Los Angeles City Schools. A variety of English is a *dialect*.

Dialect

A dialect differs from the standard language in vocabulary, grammar, and pronunciation. These differences may make it difficult for speakers of a dialect to communicate in the wider environment; often, these differences elicit a negative response from persons who do not speak the dialect. Persons who speak a dialect which causes difficulty in communication are limited in their vocational opportunities. Actually, one dialect is as "good" as another: the situation and the persons involved determine the effectiveness of a particular dialect. For example, a Tennessee mountain dialect is much more effective than is standard English for communication *in the Tennessee mountains*; the Tennessee mountain dialect, however, inhibits communication in many other situations. The value of a particular dialect is relative to situations.

There is one dialect that is considered a "universal dialect," and that dialect is standard English. This is the dialect *most* people understand easily, even though they may not speak it. Unfortunately, the universality of standard English has caused the people who speak it to think of all other dialects as "wrong," "incorrect," and "substandard." Persons who speak a **nonstandard** dialect--a dialect other than standard English--sometimes receive the same negative label as the dialect they speak. Students who speak a nonstandard dialect must learn standard English because of the effectiveness of standard English in most situations, the value judgment which many persons assign to standard English, the relationship between standard English and the curriculum, and the importance of standard English for greater vocational opportunity.

Standard English as an Alternate Dialect

Standard English can be defined as the language used to carry on the important affairs of our country. It is the dialect of English spoken by educated persons, most radio and television announcers, and government officials. Standard English is the dialect of English that is most effective in most communication situations.

The instructional approach to the language program dealt with in this guide is to: (1) teach standard oral English as an **alternate** dialect to be used in appropriate situations; and (2) present lessons emphasizing oral activities which are designed to help students overcome their most serious interference features.

The teaching of standard oral English is an integral part of the English program. The emphasis is to help students speak standard English. Standard oral English lessons do not develop grammatical concepts or reading skills; the program assumes that other essential language concepts and skills have been developed or are being developed concurrently.

SPEECH CHARACTERISTICS

The causes of the use of Negro dialect are historical and social. Because of segregation, most Negroes live in predominantly Negro neighborhoods and attend schools whose student composition is predominantly Negro. Many Negroes have infrequent and insufficient contact with language models which would tend to develop standard English patterns. The nonstandard dialect developed during slavery, and reinforced and perpetuated by segregation, is now the language system that many Negro children know when they enter school. When they do, the school begins the painful and often unsuccessful process of trying to **replace** their dialect.

Language is an extremely personal thing--a kind of "identity label." In teaching standard English as a replacement dialect, the schools are asking many Negro students not only to give up a language which they feel **works** for a language they feel **does not** work in their primary environment, but also to accept the negative evaluative judgment of their language and of all who speak it. Many Negro students enter school unable to speak standard English and later leave, still unable to speak standard English.

The following nonstandard characteristics are frequently a part of the speech of many students who attend schools with predominantly Negro student bodies. Of course, not all of these characteristics are found in the speech of all these students; and, in fact, some students have none of these speech characteristics. They are so frequently found in the speech of many of these students, however, that they constitute a list of the most significant pronunciation and grammatical deviations from standard English. Furthermore, they are the characteristics that seriously interfere with success in learning standard English.

LIST OF SPEECH CHARACTERISTICS

Simplification of final consonant--usually, final consonant sounds not pronounced

Inflectional endings not pronounced, especially the past tense

R-lessness--final and medial **R** sounds not pronounced

L-lessness--final and medial **L** sounds not pronounced

Substitution of a **D** sound at the beginning of words like **that, this, them, those**

Substitution of a **F** sound at the end of words like **mouth, path, with, both**

Different pronunciations for selected words; i.e., **ax** — *ask*; **credick** — *credit*; **chilerun** — *children*;
samich — *sandwich*

Common word groups and phrases blended; i.e., **downo** — *I don't know*

Substitution of **they** for **their**

Substitution of **them** for **those**

Addition of a plural ending sound to irregular nouns; i.e., **childrens, mens, peoples**

Double negative

Double subject

Omission of agreement sound for third person singular, present tense verbs

Addition of an **S** sound to third person plural present tense verbs; i.e. **They walks.**

Reversal of past tense and past participle verb forms of some irregular verbs; i.e., **They taken a walk;**
They have took a walk.

The word **done** substituted for **have** in perfect tenses

Nonstandard use of the verb **to be**:

Omission of **to be** verb form in present and present progressive tense; i.e., **He talking, we writing.**

Be substituted for **is** and **are**; i.e., **She be doing her work.**

Reversal of **was** and **were**, or substitution of **was** for **were**

Omission of **have** and **has** in present perfect tense; i.e., **They been to the show.**

Done substituted for **have** in perfect tense to make the statement emphatic; i.e., **They done been to the show.**

Substitution of **be done** for **will have** in future perfect tense; i.e., **He be done left for school by the time you get there.**

USE OF THE GUIDE

Organization

The guide is in four parts:

Part One, "The Languages You Speak," consists of three motivational lessons. Also, these lessons develop particular concepts about language. Each lesson in Part One utilizes an accompanying tape.

Part Two, "Lessons, B10 Semester," contains 15 lessons for the B10 semester. Most of the lessons have accompanying taped drills.

Part Three, a continuation of the program in Part Two, contains 15 lessons for the A10 semester. Most of the lessons have accompanying taped drills.

Part Four is a Bibliography.

Types of Lessons

Part One, "The Languages You Speak," consists of three basic lessons with accompanying tapes. The tapes are identified as M1, M2, and M3. Each basic lesson has three follow-up activities. (See Part One.)

Parts Two and Three, contain three types of basic lessons: pronunciation lessons, usage lessons, and situation lessons. Each pronunciation and usage lesson deals with one interference item. Each situation lesson gives the students an opportunity to use the standard English items learned in the preceding pronunciation and usage lesson. The tapes that accompany the lessons in Parts Two and Three are numbered C1 through C22. Lessons are designed for presentation during one full period per week.

Each lesson has three or four follow-up activities, which are designed as 10- or 15-minute activities to be presented on days following presentation of the basic lessons. Many of the follow-up activities are taped drills. Some lessons and follow-up activities have accompanying student worksheets, under separate cover.

DIAGNOSIS OF NEED

Classes vary in the kind and amount of instruction needed; a diagnosis will determine which lessons should be emphasized and which lessons need not be emphasized. Before beginning the program, make a diagnosis of the students' oral language. The program has been developed on the basis of a **general** diagnosis of the oral language of Negro students. The following are some procedures for classroom diagnosis:

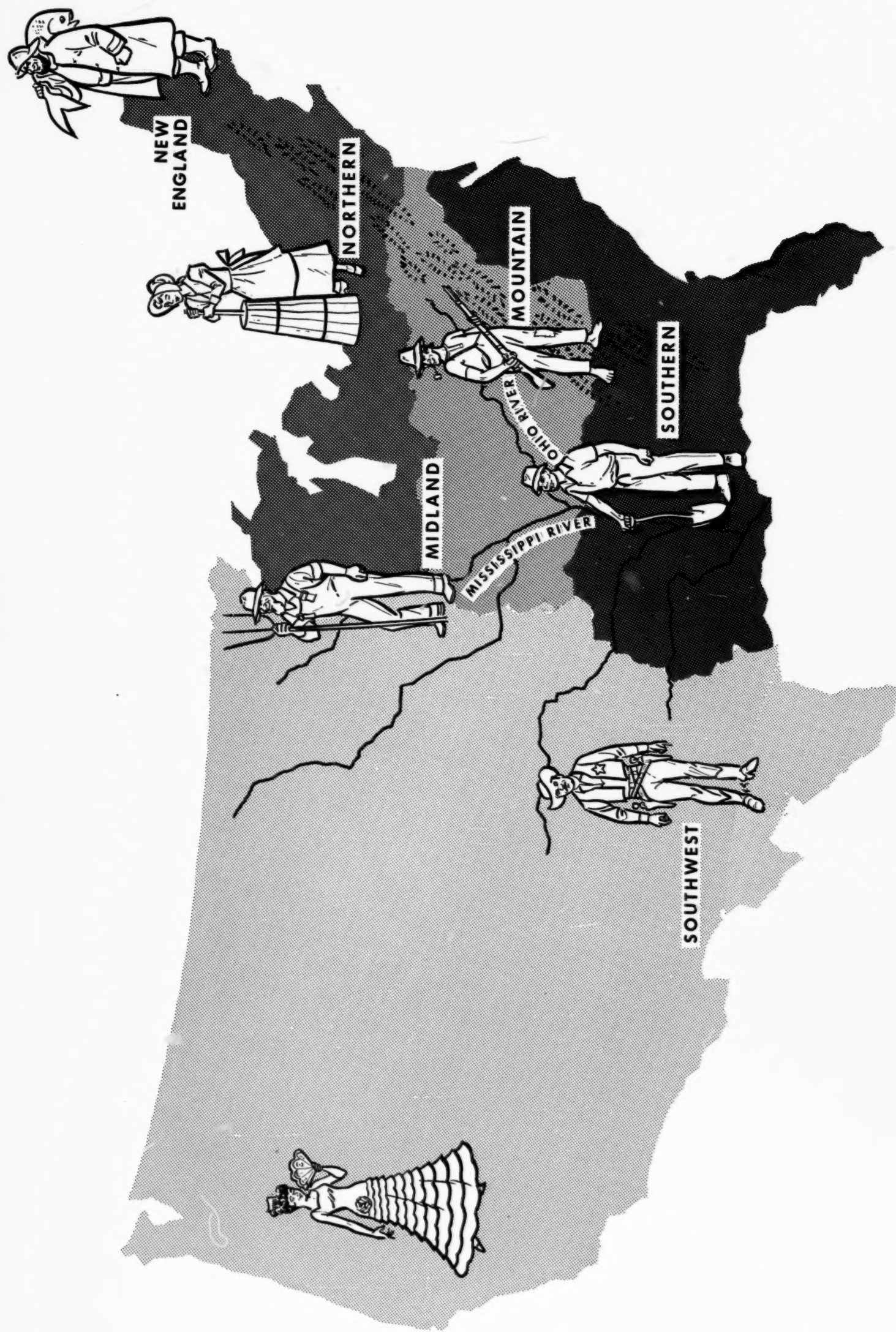
1. Listen to the speech of students to determine the frequency of the use of nonstandard terms, as listed under oral language characteristics.
2. Tape record speech by students and compare their pronunciation and usage with the appropriate list under oral language characteristics.
3. Contrast samples of students' writing with the appropriate list under oral language characteristics. Often, nonstandard oral language items are reflected in the students' written work.

GENERAL TEACHING SUGGESTIONS

1. Don't make value judgments of students' language. That is, avoid referring to the students' language as "not as good as" or "substandard" or "incorrect." Instead, accept the students' language, acknowledging that it is the language they use with their friends and with their families; then, concentrate on having the students recognize the situations where standard oral English is more appropriate and effective. In other words, recognize that each language is effective in appropriate situations.
2. Constantly refer to the practical and vocational advantages of speaking standard English. For example, point out to students the relationship between standard oral English and better-paying jobs. Have students list their vocational choices; then, show them the importance of standard oral English in their vocational choices.
3. Make students aware of the contrasts between their language and standard English. Be certain that students are aware of the difference **before** teaching them a particular sound or usage pattern. For example, if the initial **TH** sound is being taught, be sure the students recognize the nonstandard substitution of the **D** sound. (Many Negro students say **dis** for *this*; **dat** for *that*.)
4. Concentrate on encouraging the students and building their self-confidence. Immediately reinforce students' accomplishments with praise and approval.
5. Teach standard oral English *as it is spoken*. Concentrate on gross deviations; not fine grammatical points. For example, don't concern yourself with the use of "whom" or the pronunciation of "mischievous"; rather, concentrate on those deviations in the list of language characteristics for each group.
6. Give students many opportunities to practice oral language skills during regular English lessons.
7. Avoid using the words "right" and "wrong" when correcting students; instead, use the terms "standard" and "nonstandard." For example, encourage students to "translate" nonstandard speech into standard speech.
8. Avoid emphasizing grammatical terms during standard oral English lessons. Instead, concentrate on the pattern. For example, when illustrating standard subject-verb agreement, identify the *exact* cause of disagreement (i.e., third person singular, present tense) and give students examples of the standard pattern. Many of the lessons refer to items in grammatical terms. These can be used advantageously without undue emphasis.
9. Have students evaluate each other's speech during standard oral English lessons. The speaker should first be given opportunity to evaluate his own speech. The emphasis in evaluation should be positive; that is, students should emphasize how well they are doing. Use recordings of students' speech for evaluation.
10. Use the word "translate" to have students rephrase or rewrite syntactical patterns in standard English. Collect samples of nonstandard English, and have students translate these into standard English. In these samples, do not transcribe nonstandard pronunciation. Concentrate on the usage problems.
11. During each lesson, always reinforce what has been learned in previous lessons.
12. When a tape is used during a lesson, give students an opportunity to hear the tape again in small groups. The tapes may be used independently *after* the teacher has presented them.
13. During English lessons, have students read paragraphs and drill sentences, or examples, as a group (choral reading). This procedure gives each student an opportunity to practice; also, students have the "protection" of the group and are less likely to be self-conscious.
14. When working on patterns, encourage students to write patterns that can be used for drills. For example, if a usage pattern involves a verb tense (i.e., third person singular, present perfect of **to do**), have students write patterns that can be used in drill lessons.

15. If possible, arrange the furniture in the room so that students face each other. This facilitates speech, conversation, and discussion between students.
16. Occasionally, permit students to work in pairs. They can help each other, especially with pronunciation. Each can listen to the other to determine how closely each conforms to standard English usage.
17. Direct students to keep a language notebook, including summaries of lessons, important language concepts, language items which cause particular difficulty, and corrected written drills. Always have students correct their own work.
18. The tape recorder can be used in many ways to help students acquire standard oral English skills. For example, record short stories, interesting prose passages, or news articles, and have students listen with earphones to the recordings. The use of earphones concentrates auditory attention. These students need *many* listening experiences with standard oral English along with the lessons. The tape recorder also can be used frequently by small groups of students to record speech to be played back for criticism and evaluation.
19. Frequently, read to students, and play recordings of dramatizations. Have the students listen for both *content* and *language* items.
20. Do not emphasize letter grades in the standard oral English program. Instead, use verbal encouragement as a means of rewarding students. A wide range of pronunciation is acceptable as standard. Concentrate on usage items because the range is not so great; also, stress that standard usage is of primary importance in academic and vocational success.
21. Become familiar with the cultural background of Negro students. An understanding of their total cultural background increases understanding of the Negro dialect and of the difficulty involved in teaching Negro students standard oral English.
22. Do not attempt to imitate dialect pronunciation. This is especially important for teachers who are members of other ethnic groups that do not speak the dialect. When pronunciation differences are discussed, refer to these differences in descriptive terms, rather than by demonstration. For example, do not say "dis"; point out, instead, that, in the dialect, the **D** sound is substituted for the **TH** sound.
23. When contrasting usage differences, give the dialect pattern, but do not give the pronunciation. For example, do not say, "He be done et the samich," as the student probably would pronounce the words in this nonstandard pattern. Instead, say, "He be done ate the sandwich," giving a standard pronunciation to the words when contrasting the statement with the standard pattern, "He will have eaten the sandwich."

MAJOR DIALECT AREAS OF THE UNITED STATES



Part One
MOTIVATION

SELECTED FRAMES FROM THE FILMSTRIP 'The Languages You Speak'



Picture No. 1



Picture No. 3



Picture No. 5

LESSON 1

THE LANGUAGES YOU SPEAK, PART I

OBJECTIVES: Students will understand and be able to express the concept that communication is a means of expressing ideas, feelings, and emotions.
Students will understand and be able to express the concept that language is one of many means of communication.
Students will understand and be able to express the concept that spoken language is called oral language.

MATERIALS: Tape M1, "The Languages You Speak," Part I
Script, "The Languages You Speak," Part I (Duplicate)
Filmstrip, "The Languages You Speak," Part I (No. 1 to No. 15)
Filmstrip Projector

PROCEDURE:

Introduction

Establish with class the criteria of a good listening situation. List suggestions on the chalkboard; quiet, attentive, makes notes of points not clear or missed.

Write on chalkboard the three concepts to be covered in this lesson. (See Objectives.) Students should be encouraged to start a language section on their notebooks. These three concepts could be the beginning of that section.

Class should now be ready to listen to "The Languages You Speak," Part I.

1. Play tape "The Languages You Speak," Part I. The tape begins, "Language, what is it?...." Be sure you have a projector set up with filmstrip essential to this lesson.
2. Stop tape recorder in places marked in the script by a series of asterisks, and use the filmstrip frames in their numbered order at the places indicated.
3. Lead students in an evaluation of the material presented.
4. Upon completion of the tape, reinforce the objectives through class discussion.

FOLLOW-UP

- I. Direct students to re-read the script, noting carefully important words and listing them; for example, **communication, language, conversation, eavesdrop, interpretation**

Direct students to establish exact meanings of words and to reinforce their understanding of the words by using them in sentences.

- II. Ask students to seek out a photograph, drawing, or any visual aid that communicates a feeling or emotion to the observer.

Have students organize a short oral presentation that expresses what they sense or feel regarding their picture. Have students explain also what in the picture evokes this feeling or reaction.

- III. Have students list the traffic signals or signs they encounter regularly on the way to school.

Have students discuss the actions to be taken by either a pedestrian or a driver upon seeing these signs.

Have students list all types of warning signs that are generally encountered.

Discuss the purposes of the various warning signs.

Have students list any other types of signs or symbols that are commonly seen and which direct the observer to take some action.

Lead a general discussion of these signs or symbols.

- IV. Direct students to list a variety of animals and establish what words describe the way each animal communicates; for example,

horse – *whinny*; donkey – *bray*; dog – *bark*

Encourage a general discussion of why animals communicate. Motivate students to relate personal observation of animal communication through either sounds or action.

THE LANGUAGES YOU SPEAK, PART I

- BOY:** Language, what is it?
- TEACHER:** It is a means of communication.
- GIRL:** What's communication?
- TEACHER:** Communication is a way of expressing ideas.
- BOY:** Only ideas?
- TEACHER:** No, emotions or feelings, too.
- GIRL:** Well, don't all animals do that?
- TEACHER:** Yes, it is believed all living creatures have a way of communicating.
*(Different animal sounds – lion, apes, rooster, horse, bird, cow)
- BOY:** What are they saying?
- GIRL:** The lion sounded hungry – or maybe it was angry – or perhaps he was calling his girlfriend.
- BOY:** (Wolf whistle)
- GIRL:** Don't be silly, that's a different kind of wolf. Besides, there wasn't a wolf; it was a lion.
- TEACHER:** Come on now, let's get back to communication and language. It is probably true that all these animals were communicating. We may not understand what they roar, bark, whinny, shriek, or whistle, but another member of their group does. We do know that they watch, sound alarm, have mating calls, announce their hunger, and so on and on. They are expressing their minds and their feelings.
- BOY:** Yes, but people do that too.
- GIRL:** Yes, but we use words.
- TEACHER:** Not always. Tell me what I'm saying.
Huh, huh (yes)
Huh, huh (no)
Huh? (question)
Hum (doubt)
- *****
- (Stop recorder for interpretation.)
- TEACHER:** Let me prove the point further. See that couple over there--the one where the man's engrossed in reading the sports' page and his wife seems to be browsing through the rest of the paper--
- BOY AND GIRL:** Huh, huh.
- TEACHER:** Let's eavesdrop on their conversation.
- Wife:** I see by the paper there are over three billion people in the world today. Imagine how many different languages they must speak.
- Husband:** Hmm.

LESSON 1

Wife: Listen to this. It says here that there are more families of languages among the American Indians than in all of Europe and the Near East.

Husband: Uh.

Wife: Well, everyone knows Indians don't talk. They just grunt.

Husband: Uh -uh.

Wife: Are you listening? Well, are you?

Husband: (Now puts down his paper) Hmm?

Wife: Are you listening?

Husband: Huh, huh.

Wife: Grunt!

Husband: Uh!

Wife: But say something. What do you think?

Husband: U-u-u-u-uh — Some people talk. Some people grunt.

GIRL: She certainly understood him.

BOY: And he didn't say a word.

TEACHER: That's right — In this world we live in, the people who live in it have many ways of communicating many ideas.

*(A variety of sound effects: police siren, air raid, siren, telephone bells, railroad crossing wig-wag, automobile horn, radio code communication, clock striking)

* * * * *

(Stop recorder for interpretation.)

TEACHER: We also have these ways of communicating our ideas and feelings. Listen, see if you can identify the message each of these is trying to put over.

*(A variety of musical interpretations: fanfare, sinister, Christmas, funeral, circus, teen-age)

BOY: Anybody want to dance?

GIRL: Oh, keep quiet!

TEACHER: We could go on listing and hearing all the sounds we have developed for communicating our ideas or feelings besides grunts and sounds such as: sirens, bells and horns, or the various types of music, but unfortunately we don't have time.

BOY: It's true not all of our communication is through sounds; we have also developed symbols, such as writing.

GIRL: That's right, writing is actually a series of symbols for the sounds we make.

TEACHER: Think of all the symbols you see every day that tell you what to do. Take a look at these. They should refresh your memories.

* * * * *

(Stop recorder.)

*(Teacher shows a series of pictures from the filmstrip, No. 1 through No. 9, of stop signals, R. R. crossing, exit, entrance, caution, etc., and asks class to explain the action that is expected.)

- BOY:** Each of the pictures expressed a very important idea. You should have received a message from each of the word symbols.
- GIRL:** Yes, and a person who couldn't read could have received the message by the shape of the sign or its color.
- TEACHER:** Which means that we also use shape or color to communicate ideas.
- BOY:** Stop is red, and go is green.
- TEACHER:** That's very correct. Man has used color and shape to communicate his ideas and feelings for a long time. Have you ever seen pictures of the old cave paintings?
- GIRL:** Sure--man uses paintings and pictures to put over his ideas and feelings.
- TEACHER:** Very good. Here let's look at these, for example. Now, be ready to explain the feelings or ideas the painters had in mind.
- *(Teacher shows a series of pictures from the filmstrip, No. 10 through No. 15, of cave drawings, impressionistic painting, calendar art, cartoon, abstract and photograph of dramatic action and asks class to explain the idea or feeling conveyed by the artist.)
- BOY:** In paintings it is not always easy to get the message the painter is trying to communicate.
- GIRL:** That's true, but if we react to the picture, he's communicated something.
- TEACHER:** You're both quite right--but let's go on with communication. What other ways do we use to communicate our feelings or ideas?
- BOY:** Hmm, well, flags--as they used in the Navy.
- GIRL:** Well, even our own flag is a symbol.
- TEACHER:** Yes, what else?
- BOY:** Applause.
- GIRL:** A traffic cop giving hand signals.
- BOY:** A referee at a game.
- GIRL:** A conductor before an orchestra.
- BOY:** How about talking?
- TEACHER:** Of course, that is the most common. Listen to all these situations involving talking that we encounter every day. Let's see if you can identify the situation.
1. (Children playing, laughing, shouting, talking)
 2. (A portion of Lincoln's Gettysburg Address)

.....We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do it.
 3. (Voices on the telephone)

--Number please

--345-6789

--Thank you

--The line is busy. Would you like me to ring again?

--Yes, keep trying, please.

--Thank you. Hold the line. (Pause)

The line is clear. Here is your party.

4. (Advertisement)

--Rinky Dink, Rinky Dink, Rinky Dink is good.
Rinky Dink, Rinky Dink, is great.
Rinky Dink, Rinky Dink, is cool.
Rinky Dink, Rinky Dink, is blue.
And blue is the color of my true love's drink.
Have you had the great blue drink--
Rinky Dink?

5. (A Negro boy asking for a date)

Hey, baby, how 'bout making it to the gig wit me tonight? I know it'll
be swingin' 'cause that's what's happening. It's going to be a groove.
You dig? I'll bust by your pad in my short and we can split 'bout 8:00.

6. ("As You Like It," Act II, Scene 1)

Jacques: All the world's a stage and all the men and women merely
players;
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages.
At first the infant, mewling and puking in the
Nurse's arms; and then the whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then a lover.

TEACHER: O.K. Let's have a quick review.

GIRL: Language is a means of communication.

BOY: Communication is a way of expressing our ideas and feelings.

GIRL: And there are many kinds of communication.

BOY: Huh, huh, we can grunt.

GIRL: And talk, whistle, applaud.

BOY: How about bells and horns, flags and signs.

GIRL: Music and paintings.

BOY: Photographs.

GIRL: Talking.

TEACHER: O.K. O.K. That's enough for now.

* * * * *

(End of "Languages You Speak," Part I)

LESSON 2

THE LANGUAGES YOU SPEAK, PART II

OBJECTIVES: Students will understand and be able to express the concept that many things determine the language a person speaks: his type of employment, sex, national origin, and age; occasion or situation; and history and geography.

Students will understand and be able to express the concept that many languages have contributed words and terms to our language.

MATERIALS: Tape M2, "The Languages You Speak," Part II
Script, "The Languages You Speak," Part II (Duplicate)

PROCEDURE:

Introduction

Have students list all the things they know that determine how a person speaks. Have students share their findings with class, and list them on the chalkboard as students volunteer them. Lead a brief discussion on the causes for these differences in ways of speaking, giving special emphasis to employment, sex, national origin, age, occasion or situation, history, and geography.

1. Review with students objectives learned from the previous lessons.
2. Review with student good listening techniques.
3. Play tape "The Languages You Speak," Part II. The tape begins, "Before we get involved...."
4. Stop the tape recorder at the place marked in the script by a series of asterisks and discuss with students the reason for this form of oral English.
5. Upon completion of the tape playing, reinforce the objectives through class discussion.

FOLLOW-UP

- I. Direct students to write their own dialogue or monologue that would illustrate one of the following:

1. Job of the speakers
2. Sex of the speakers
3. National origin of the speakers
4. Age of the speakers

Tape various students reading their scripts.

- II. Have students bring a picture from a newspaper or magazine to class.

Direct students to write a dialogue of what they think the people in the picture might be saying. Encourage students to try accents. Impress on the students that the dialogue must reflect the job, age, sex, and national origin of the people.

- III. Direct students to make up lists of words of foreign origin that are commonly used in English.

Have various students look up the meanings of the words which are new to some members of the class. (The teacher should have prepared list in anticipation of how difficult it is to recall without previous preparation.)

- IV. Ask students to discuss differences of names for the same object with members of their family. Have them make a list and bring it to class; for example, couch, sofa, divan.

Write on the chalkboard "Students' contributions." (Be prepared to add some of your own.)

With the aid of a map, point out where these differences are found.

Have students list objects or actions that have more than one name; for example, film, movie, show, cinema, motion picture.

THE LANGUAGES YOU SPEAK, PART II

- TEACHER:** Before we get involved further in our study of languages--what it is and what it does--, let's review what we learned last lesson.
- BOY:** One. Language is a means of communication.
Two. Communication is a way of expressing ideas, feelings, or emotions.
- GIRL:** Remember the lion, the wolf?
- BOY:** *(A long wolf whistle)
- TEACHER:** Stop that!
- GIRL:** And three. Man has many ways of expressing his ideas, feelings, and emotions.
- BOY:** Yes, for example, sirens and bells; signs; symbols; photographs; pictures; writing and music.
- GIRL:** Spoken language--or oral language--is the most common means of communication.
- TEACHER:** Very good. You should be able to recall: Lincoln's Gettysburg Address.
- BOY:** Rinky Dink (giggle)--well, you know what I mean--advertisement.
- GIRL:** And that guy asking for a date.
- BOY:** The actor.
- GIRL:** The voice on the telephone.
(Mimic) What number are you calling?
- TEACHER:** Very good. You have good memories. I'm sure you are keeping in mind that all these people communicated their ideas or feeling through oral English--spoken language, that is.
- BOY:** However we don't understand all the English that is spoken--unless we are in the know. Here, for example--listen to this, and see if you understand it.
- DOCTOR:** Alimentation is taken into the mouth which is the beginning of the alimentary canal, a musculomembranous tube about nine meters long, extending from the mouth to the distal orifice, and lined throughout its entire extent by mucous membrane. The process receives different names in the various parts of its course; at its commencement is the mouth, where the provision is made for the mechanical division of the food, this is mastication, and for its admixture with a fluid....
- BOY:** For those of you who aren't in the know, that's a doctor telling you in his language what happens to food after you chew it.
- TEACHER:** Here's one I'm sure the girls will understand.
- FASHION REPORTER:** It is to be understood that the new Britannic couturiers do not fulfill our expectations and it is, as usual, the Gallic contingent that is controlling both ends of this season's gowns. That is to say, the elevation of the décolletage, as well as the line that either covers or exposes the patella. However, the new textiles, especially the synthetics by DuPont, are taking over the industry, for they guarantee a new relaxed attitude toward laundering. Balenciaga and the House of Fath, as well as Givenchy, have used these new textiles in their summer lines....
- GIRL:** I'm with her--I hate to wash clothes--and I think that skirts ought to be short.
- BOY:** So that's what she was talking about--women's clothes.
- TEACHER:** That's right. Now try this one.

LESSON 2

MECHANIC: I'll tell you what's wrong Mister Smith. Your poppet valve is sticking in the valve seat, causing your tappets to knock--Understand? If you don't get it repaired, the whole upper head of your engine will burn out, including the entire valve train and your cylinder heads. Understand? In addition, this condition is causing the cam timing to be off, creating pre-ignition in the manifold, and furthermore....

GIRL: He isn't communicating with me, but I suppose it's because he was speaking the language necessary for his job. Isn't it interesting that each job or profession has its own language?

TEACHER: Very interesting--Now try this one.

MUSICIAN: Say Baby, that cat was really cookin'! Really! He's blowin' some sounds that are out of sight! Did you dig on the way he was soulin'? I ain't heard riffs like that since Pres or Bird were makin' it. That cat's sayin' a whole lot.

* * * * *

(Stop tape recorder and identify.)

TEACHER: Do you think you could guess who this is?

ASTRONAUT: looking machine.
The clam shells are on. The short clam shell, but they are open wide. Evidently the bolts are blown and we will pick up now that voice communication between Hawaii and Gemini IX.
Go ahead, Gemini IX.
Gemini IX, all right.

GIRL: Sounds like an astronaut.

TEACHER: I figured you'd guess that one. Yes, it is one of our astronauts. Now, it should be clear that each job has its own language. Well, so we conclude that the thing you do for a living determines the language you speak.

BOY: Are there other things that determine language?

TEACHER: Sex does.

GIRL: What?

TEACHER: I mean whether you are male or female. Men don't speak like women, nor do women speak like men.

GIRL: That's true--I wouldn't use the same sort of words that boys use.

TEACHER: Well, the difference is more than just the strong words. It's the kind of word, and how they use them. Suppose a man did speak like a woman, he might sound like this:

MAN: Would you believe it, on the way to work I passed by Brooks and Sons, and what do you think I saw? I could have died. It was the cutest looking shirt and tie combination. The shirt had the most marvelous looking stripes; they were black on this heavenly blue background and the tie was just out of this world; it had the heavenly blue of the shirt but just the tiniest-teeniest little black design. It was just too much, so I just scooted in and bought it. I'm already regretting it because I saw that awful George wearing a very similar thing. Oh, I could just scratch his eyes out.

BOY: I get it--there are certain words that a woman uses in a special way.

TEACHER: Right. What else do you think determines language?

GIRL: Well, age does. Little kids don't speak like adults.

- TEACHER:** Very true. Now wouldn't it be silly if--let us say--a college professor spoke like a little kid, and the little kid spoke like a professor?
- PROFESSOR:** Hey little girl, watchoo doin'?
- SUZIE:** My dear sir, I am reading Carlyle's tome on the French Revolution.
- PROFESSOR:** The French Revolution? Does it have any pitchers?
- SUZIE:** Only those pictures you can visualize in your mind. For some of the concepts stated within this volume are too elusive to illustrate through any artist's media.
- PROFESSOR:** Gee whiz, what's a book without pitchers?
- SUZIE:** It is regrettable that your perceptual ability is so limited that you cannot conceive a visual image. However, my good man, because of your maturity, I feel it might be possible to discuss with you some of the various social, political, economic groups of the septemdecillion and octodecillion centuries.
- PROFESSOR:** All right, but talk slow, 'cause I gotta think.
- SUZIE:** Shall we first consider the theories proffered by Rousseau in the *Social Contract*?
- PROFESSOR:** Yeah, that sounds real good.
- TEACHER:** We certainly can conclude from this, that age also determines the way you speak.
- BOY:** What else determines the way people speak?
- TEACHER:** Where they come from?
- GIRL:** You mean they might have an accent or something like that because they learned English as a second or third language?
- PERSON #1:** You are quite right young lady. I don't speak English like most Americans because I have just recently come from *Puerto Rico*.
- PERSONS #2, #3, #4, #5:** I don't speak English like most Americans because I have just recently come from *Germany (Colombia, Europe, Bulgaria, Iran)*.
- TEACHER:** Accents are very common in our country, for people from all over the world have come to make this their home.
- BOY:** So far, we've learned that your job, your sex, your place of origin, and your age determine what language you will speak.
- GIRL:** Goodness, what else?
- TEACHER:** The occasion or the situation.
- BOY:** You mean that there are times that I speak one way, and at other times another way?
- TEACHER:** Yes, listen to these two situations involving the same person.
- NARRATOR:** In the front office, Charles Jones is greeted this way after returning from a business trip.
- PERSON #1:** Hi Chuck, what's new? How was New York?
- PERSON #2:** Did you get yourself lined-up with that chick I told you about?
- PERSON #3:** You must've had a good time; you look terrible.
- CHARLES:** I had a ball. Wait until the old man sees the tab.
(Pause)
- NARRATOR:** Now let us see the same Charles Jones in the boss's office making his report.
- BOSS:** Good morning, Charles. We trust your trip to New York was most successful. Your appearance reflects nothing but accomplishment. Sit down, please.

LESSON 2

- CHARLES:** Thank you, sir. I brought along my expense account.
- BOSS:** Just leave it with the cashier on the way out. Now let's get to the report.
- BOY:** In other words, the language you speak is greatly determined by whom you are speaking to?
- GIRL:** Is there anything else that determines the way you speak? So far we've learned that your job, your sex, your age, where you come from, and the situation or occasion.
- TEACHER:** History. Now listen to this, for this particularly affects us in California. Large sections of our country were once parts of other nations, and English didn't become the first language until rather recently. For example, in Louisiana, French is widely spoken because it once was a French possession. It wasn't until 1804 that Louisiana became part of the United States. In Texas, New Mexico, Arizona, California, and even Southern Kansas, Spanish is widely spoken because all this great area at one time belonged to Spain or Mexico. Do you know there are approximately three and a half million Spanish-speaking people in our country?
- BOY:** There are other groups that have formed large colonies in our country because they found areas which were exactly like those in their home countries.
- TEACHER:** Right. Well give us some for instances.
- BOY:** Well, Swedish and other Scandinavians in Minnesota. The Portuguese along the New England coast and in many places on the West Coast. The Italians in those areas where grapes can be grown for wine, or in those areas where they can fish. Germans in the vast farming areas of the Great Plains. Other groups settled in some large cities because they felt there was more opportunity there.
- GIRL:** Oh yes, like the Chinese in San Francisco.
- BOY:** The Puerto Ricans in New York.
- GIRL:** And the Irish in Boston.
- TEACHER:** Yes, there are many places throughout our country where we will find large groups of non-English speaking people. Yet, these people are all part of this country. As we said, for reasons in our history, these people settled in these areas and contributed to our way of life and our language.
- GIRL:** But how do they contribute to our language if they don't speak English?
- TEACHER:** Very simple. Do you know these Spanish words in our language: patio, lasso, rodeo, adobe, coyote, chili, avocado, plaza, corral, bonanza, mustang?
- BOY:** Here are some French ones: coupé, fiancé, valet, cafe, premier, depot, picayune, and boulevard.
- GIRL:** I have some--these are all Italian: spumoni, minestrone, pizza, macaroni, spaghetti.
- BOY:** I'll have some of each.
- GIRL:** Funny!
- TEACHER:** Here are some German ones: hamburger, pretzel, frankfurter, delicatessen, lager beer, kindergarten, dumb.
- BOY:** How about some Yiddish ones: kibitzer, phooey, schnozzle, schmalz, shmo.
- GIRL:** The Chinese gave us: chow mein, kowtow, tea.
- BOY:** This is all very interesting, but some English doesn't have accents, but it's different.
- TEACHER:** You mean like an Englishman's English is different from an American's English?

- BOY:** Well, yes, sort've. For example, we might give directions like this: Lookit, Jack, when you get off the streetcar, get off the pavement, and get on the sidewalk, go two blocks, turn right, there's a drugstore on the corner, take the elevator down to the garage. You can't miss it.
- MAN:** But an Englishman might say it this way:
- ENGLISHMAN:** All right. You mean, when I get off the tram, I get off the road, get on the pavement, take the second turning to the right, there's a chemist's shop on the corner, I take the lift down to the garage. What do you mean, I can't miss it?
- GIRL:** Here in our country we have people who'll do the same thing with the language but in a different way.
- TEACHER:** You are talking about dialect. Dialect is a variety or a different way of speaking English. We have many varieties of dialect. There are: New England, Midland, Southwest, Southern, Negro, Brooklyn. In some, the difference is in pronunciation of words. For example, in the East they say *interesting*, in the Mid West they say *interestin'*, in the Far West they say *intresting*.
- BOY:** Yeah, we say radio, but in other parts of the country rah-dee-o, and for radiator they'll say rah-dee-ay-tor.
- GIRL:** How about *oil* and *erl*, *goil* and *girl*?
- BOY:** *Vigor* and *vigah*.
- TEACHER:** In some, the difference is in a complete use of the word. In the West, we say hotcakes, out in other parts of the country we'll hear pancake, johnny cake, or griddle cake.
- GIRL:** We say dragon fly; elsewhere it is darning needle, snake feeder, mosquito hawk.
- TEACHER:** When you eat chicken do you find a wishbone?
- BOY:** No, a pulley-bone.
- GIRL:** Do you fish in a *creek*?
- TEACHER:** No, I fish in a *brook*.
- BOY:** And I in a *run*.
- TEACHER:** However, I prefer the *branch*.
- GIRL:** Oh, please, let's stop here. You've given me too much to learn already.
- BOY:** Yes, we have talked about all those things that determine how we speak: our job, our sex, our place of origin, our age, the occasion or the situation, history, where we settle and live.
- GIRL:** We also learned that each major group that settled in certain areas made contributions to one language, with words such as plaza, corral, mustang, spaghetti, hamburger kibbitz, coupé, and boulevard.
- BOY:** We also learned that not everybody speaks the same way.
- GIRL:** Yes, some people have what is known as a dialect.
- BOY:** And dialect is a variety, or a different way, of speaking English.
- TEACHER:** Let's talk more about this next time.

* * * * *

(End of "Languages You Speak," Part II)

LESSON 3

THE LANGUAGES YOU SPEAK, PART III

- OBJECTIVES:**
- Students will understand and be able to express the concept that dialect is a variation, or a different way, of speaking a language, and that dialect is largely determined by geographical isolation, social isolation, and concentration of people in small areas.
- Students will understand and be able to express the concept that dialects are acceptable and effective means of communication.
- Students will understand and be able to express the concept that standard English is the English most often used by most persons when it is necessary to communicate with other persons.
- Students will understand and be able to express the concept that the way people speak reflects their background.

- MATERIALS:**
- Tape M3, "The Languages You Speak," Part III
Script, "The Languages You Speak," Part III (Duplicate)
Display Map, "Major Dialect Areas of the United States"

PROCEDURE:

Introduction

Ask class members if they can tell the difference between an accent and a dialect. Have students determine what causes accent. Have students make a list of American dialects they know. Have members of the class who are able to mimic dialects do so; for example, Brooklynese, Pennsylvania Dutch, Texan.

(A definition of *dialect* is given in the Objectives of this lesson.)

1. Review with students all previous objectives. Students may refer to their script.
2. **Play tape "The Languages You Speak," Part III.** The tape begins, "Now let me check on you..."
3. Stop tape recorder in places marked in the script by series of asterisks. Be ready to refer to the Display Map, "Major Dialect Areas of the United States."
4. Discuss the meaning of these words, as related to the Objectives of the lesson.

1. dialect	4. crossroads
2. isolation	5. pitch
3. mannerisms	6. metaphoric
5. Direct students to use the above words in sentences.
6. Review the students' sentences with the class.
7. Upon completion of the tape playing, reinforce the following important concepts:
 1. Dialectal language is acceptable, but it is important to be able to communicate in standard English.
 2. The way in which you communicate tells who and what you are.
8. Review with the class situations that students agree would require standard English.
9. Preview the semester's work with the class.

FOLLOW-UP

- I. On a map of the United States, have students indicate areas where there are dialectal differences.
Ask students to determine what caused these differences.
Have students then list literary selections or stories they know that may have come from these areas.
(The teacher should be prepared to offer titles for the various areas. See following Supplement for Lesson 3.)
- II. Direct students, as part of a library lesson, to select a book from a specific dialectal area.
Have students copy passages in which dialect is used.
Record students' readings of these passages.
Play back the recordings for evaluation by the class members.
- III. Have students who have a dialect pair-off and write up a situation dialogue--first in dialect; then in standard English.
Record both presentations.
Have the class compare, analyze, and evaluate the presentations in terms of which language was more acceptable in the specific situation.
- IV. Pair off students and show them a series of photographs from the newspapers or news magazines.
Have them role play the conversation they feel might be taking place.
Record some of these role playing situations and play back the recordings for class evaluation.

SUPPLEMENT

Malmstrom, Jean and Ashley, Annabel "Literary Selections Illustrating American Dialects," *Dialects U.S.A.* Champaign, Illinois. National Council of Teachers of English, 1963, pp. 55-58.

POEMS

Benet, Stephen Vincent	"The Mountain Whippoorwill" (Georgia)
Dunbar, Paul L.	"The Turning of the Babies in the Bed," "A Coquette Conquered" (Uneducated Southern Negro)
Field, Eugene	"Seein' Things" and others (Midwest)
Frost, Robert	"Death of the Hired Man" and other dialogues and monologues (New England)
Furman, Lucy	"Ballad of Ketas and Fallons" (Kentucky Mountains)
Helton, Roy	"Old Christmas Morning," "Lonesome Water" (Kentucky Mountains)
Lanier, Sidney	"That's More in the Man Than Thar Is in the Land" and others (Middle Georgia)
Lowell, James Russell	<i>Biglow Papers</i> (Boston Yankee)
Riley, James Whitcomb	"When the Frost Is on the Punkin," "Watermelon Time," "The Little Town of Tailholt," "The Ole Swimmin' Hole" (Indiana)

SHORT STORIES

Benet, Stephen Vincent	<i>Thirteen O'Clock</i> (Georgia)
Cable, George Washington	<i>Old Creole Days</i> (New Orleans)
Cather, Willa	<i>Obscure Destinies</i> (Nebraska)
Dunne, Finley Peter	<i>Mr. Dooley in Peace and War, Mr. Dooley's Philosophy, Mr. Dooley Says, Mr. Dooley on Making a Will, and others</i> (Chicago Irish)
Freeman, Mary Wilkins	<i>A Humble Romance and Other Stories, A New England Nun and Other Stories, People of Our Neighborhood</i> (New England)
Garland, Hamlin	<i>Under the Lion's Paw</i> (Midwest)
Harris, George Washington	<i>Sut Lovingood Yarns</i> (Tennessee)
Harris, Joel Chandler	<i>Uncle Remus: His Songs and His Sayings, Nights With Uncle Remus, Mingo and Other Sketches in Black and White, Free Joe and Other Georgian Sketches</i> (Middle Georgia)
Jewett, Sarah Orne	<i>Country of the Pointed Firs and Other Stories</i> (New England)
Kober, Arthur	<i>Ooo, What You Said!, Pardon Me for Pointing, My Dear Bella, That Man Is Here Again, Bella, Bella Kissed a Fella</i> (New York City Yiddish)
Murfee, Mary Noailles	("Charles Egbert Craddock"). <i>In the Tennessee Mountains</i> (East Tennessee)
Page, Thomas Nelson	<i>In Ole Virginia</i> (Negro of the Virginia Plantation)
Runyon, Damon	<i>More Guys and Dolls</i> (New York City)
Singmaster, Elsie	"The Belsnickel" (Pennsylvania Dutch)

- Stuart, Jesse "Uncle Jeff," *Head o' W-Hollow*, "Another April," *Tales from the Plum Grove Hills* (Kentucky)
- Note: *American Book Collector*, September, 1958, issue, is devoted to Jesse Stuart and contains full bibliographical data for 260 short stories by Stuart.
- Townsend, Edward "Chimmie Fadden," *Major Max and Other Stories*, *Chimmie Fadden Explains*, *Major Max Expounds* (New York City)
- Twain, Mark "The Celebrated Jumping Frog of Calaveras County," "Baker's Blue-Jay Yarn" (Far West)
- West, Jessamyn "The Battle of Finney's Ford" (Quakers)

NOVELS

- Cable, George Washington *The Grandissimes*, *Madame Delphine* (New Orleans)
- Cather, Willa *O Pioneers!*, *My Antonia* (Nebraska)
- Eggleston, Edward *The Circuit Rider* (Southern Indiana)
- Haun, Mildred *That Hawk's Done Gone* (East Tennessee)
- Murfee, Mary Noailles ("Charles Egbert Craddock"). *The Prophet of the Great Smoky Mountains* (East Tennessee)
- Page, Thomas Nelson *Red Rock* (Negro of the Virginia Plantation)
- Perry, George Sessions *Hold Autumn in Your Hand* (Texas)
- Rawlings, Majorie Kinnan *The Yearling* (Northern Florida)
- Simms, William Gilmore *Guy Rivers*, *Richard Hurdis*, *The Border Beagles* (Old Southwest Frontier)
- The Partisan*, *Mellichamp*, *Katharine Walton*, *Woodcraft*, *The Forayers* (South Carolina)
- Smith, Seba *My Thirty Years Out of the Senate*, *Life and Writings of Jack Downing* (Maine)
- Twain, Mark *Roughing It* (Far West)
- Huckleberry Finn* (Mississippi River)

PLAYS

- Bradford, Roark *John Henry* (Louisiana, Mississippi)
- Greene, Patterson *Papa Is All* (Pennsylvania Dutch Region)
- Kober, Arthur *Having Wonderful Time* (New York City Yiddish)
- Van Druten, John *I Remember Mama* (San Francisco Norwegian)

THE LANGUAGES YOU SPEAK, PART III

TEACHER: Now, let me check on you. What were we talking about last time?

BOY: Dialect.

GIRL: That's right.

TEACHER: O.K., what is it?

BOY: Well, dialect is a variety, or a different way, of speaking a language.

TEACHER: Yes, what else?

BOY: Well, in our country there are many dialects.

TEACHER: Yes, let's take a look at this map, for example.

(Stop tape recorder and study the Display Map, "Major Dialect Areas of the United States.")

GIRL: What causes a dialect?

TEACHER: Now, that is a good question. A number of things do. First, some of the things we have already learned, such as the origin of the people, and history. Then, we have geographic isolation, concentration of people in small areas, and social isolation.

BOY: Isolation? What's that?

GIRL: That means being cut off. Being alone.

TEACHER: Very good. Take for example, people who live in the mountains, or in areas where it is very difficult to get to. They have very little contact with other people; therefore, they either keep a way of speaking, or their style of speaking develops mannerisms or forms of pronunciation no other group will have. Take, for example, these people. This is a very good case of geographic isolation.

MOUNTAINEER: Naw, I reckon it ain't. You ain't never hearin' of no mountaineer a-shootin' nothin' except revenooers. Less he's gonna eat it. Course we wasn't doin' no shootin' much in my home cause we ain't been able to buy lead to make bullets nohow. But I do be a rememberin' one time my granpappy done got some bullets and he been givin' me three of 'em. An' he said, "Now youngin', I wantcha to fatch out yonder way and I wantcha to jump me some rabbits, and I want three rabbits, and I want all three of these here bullets back." "Granpappy, I can't be killin' no three rabbits with one bullet." "I ain't ah aimin' that you could," he be sayin', "but here's what I wantcha to do. You be a goin' out there, you jump 'im and be leavin' that bullet catch 'im an' trap 'im, but don't pass 'im. Now, when you done dressin' that rabbit you get that lead out an' bring it back to your granpappy, an' I'll be leavin' you go huntin' again sometime."

GIRL: Why, he's a hill-billy. Hey, I never thought people really talked like that. I thought they were just putting on.

BOY: No, it's real. There are a great many in the mountains of Tennessee who speak this way. Their towns and communities are difficult to get to; so, therefore, they are what we call isolated. There are other examples of dialect because of isolation--such as New England, but this is more like standard English.

TEACHER: It is easier to understand. Standard English is the name given to the English most often heard in business, on the radio, or TV. If you look at the map, you can see that there are certain areas that are not crossroads for the rest of the nation. You have to plan to get there, because it is not on the beaten path. In such areas, dialects may develop because of isolation.

(Stop tape recorder and study the Display Map, "Major Dialect Areas of the United States," in terms of Areas of Isolation.)

- BOY:** There are other reasons for dialect aside from geographic isolation. You said "concentration of people in small areas."
- TEACHER:** Yes, that's right. The most perfect example is this:
- SHARON:** Gertrude?
- GERTRUDE:** Yes, Sharon.
- SHARON:** Gertrude, guess what?
- GERTRUDE:** How could I guess?
- SHARON:** Somebody, a certain somebody from our class invited me out for Saturday night.
- GERTRUDE:** Who?
- SHARON:** Somebody you would never phantom.
- GERTRUDE:** So, who already?
- SHARON:** So, I'll tell you what happened. He comes up to me and he says, "I wish to ask you for a date, if you're not busy Saturday night." Imagine the nerve. Here it's already Tuesday, and he asks if I'm not busy Saturday night. So I says to him, "Listen, I'm busy now, and I'm busy Saturday night, so try another week." Right Gertrude?
- GERTRUDE:** Oh, absolutely right.
- SHARON:** So he says, "I happened to know that you've been so busy these last four weekends, that you go to the late show with your girl friend. And the big deal of the evening is Schrafft's for a soda." So I said to him, I said, "If anyone's been telling you I have been with a girl friend those last four Saturday nights, produce him. What are you, my mother? Give birth to me or something?" How do you like that nerve? Can't take "no" like a gentleman.
- GERTRUDE:** Oh Sharon, I tell you, start up with you. He ought to know better.
- SHARON:** That's right.
- GERTRUDE:** So what'll we see this Saturday night?
- GIRL:** Oh, I've heard that before.
- BOY:** But it sure is hard to understand.
- TEACHER:** Right, but if you know how it came to be, it is easy to understand why it is so hard on the ears. During the late 1800's and early part of this century, many people from Europe came to the United States. They came boat load after boat load. They were Germans, Scots, Portuguese, Irish, Scandinavians, Czechs, Slavs, Italians, Frenchmen, Greeks, Turks, Russians, Poles, and on, and on. All speaking their own languages. They came here because our country offered them security, safety, hope. Most settled first in New York City because it was the gateway to the rest of the country. However, in the city they had to live in very crowded sections. Well, imagine pouring into a small area hundreds and thousands of people all speaking different languages and all trying to learn English at the same time.
- GIRL:** It must have been terribly noisy.
- TEACHER:** It certainly was, and the result was this English you have just heard. It is in reality a mixture of accents, and pronunciation, and mispronunciation, and high pitch.
- BOY:** Hm, it is all understandable, but not clear.

- GIRL:** You also said that social isolation made dialect. What's that?
- TEACHER:** Well, social isolation means that barriers are set up by one group of people that keep another group from having contact with the world beyond the barriers, and, therefore, they are deprived of the experiences and knowledge that comes from having contact with outside groups of people. As a result of this isolation, they develop a way of life and language that is a variety of the other way of life and language. The American Negro is our best example of this. Many American Negroes have a manner or variety of speech that is quite unique. Of course, we all know the history of the Negro and how they came to this country. We should also realize that they were forced into a social isolation which through the years reinforced or emphasized their manner of speech. What is so marvelous is how we feel the influence of their language. There is one area where the Negro dialect is the language primarily used for communication.
- BOY:** Is it in music?
- TEACHER:** Yes, that's right.
- BOY:** I know that terms like these came from the Negro dialect--jam, gig, and swingin', and drivin', blowin', wail, skins, eight-eight, bop, jazz, blues, funky, smilin', finger-poppin-toe-tappin', and cool baby.
- GIRL:** Well, doesn't a lot of our slang come from musicians' jargon?
- TEACHER:** Yes, it does.
- BOY:** These slang terms had their beginning there too--hip, split, rags, fox, boss, tough, fuzz, and groove; bread, soul-sister, foul, grease, dud, and dude.
- TEACHER:** It is a remarkable dialect because it is metaphoric.
- BOY:** Meta--what?
- GIRL:** Metaphoric.
- TEACHER:** That fancy word means it creates mental pictures. For example, this expression:
- NEGRO:** That dude sho' dun his hog las' night. He was drivin' home from a gig, tore-up and he hit a telephone post.
- TEACHER:** It means: A man wrecked his car. Hog is car. Some cars do look like large hogs. Gig is a party. Tore-up means he was a bit inebriated. Tore-up certainly does give one a clear picture of his condition. In other words, a man under the influence of alcohol was returning home from a party and wrecked his car.
- Now listen to this carefully. See how much you understand.
- 1st NEGRO:** Say man, what happened to your eye?
- 2nd NEGRO:** Well, it was like this. I was at this gig rappin' on this rib, and this dude come up and started Bogartin' on me. So I told the dude to flake off and cool it. And guess what? The dude fired . Busted me up side my eye.
- 1st NEGRO:** What did you do, Man?
- 2nd NEGRO:** I fired back. Then we got one on, right then and there at the party. Me and that dude were nubbins' awhile. After I dusted him off, then he came back bop talkin' some old off the wall stuff.
- 1st NEGRO:** What you say to him?
- 2nd NEGRO:** I just shined him on.
- GIRL:** It's understandable, but it's kind've a struggle. Some of the expressions aren't quite clear.

- BOY:** Yeah, what does rib mean?
- TEACHER:** Oh, that means girl or woman. It must come from Adam's rib. Remember that's how Eve was born. See what I mean by metaphoric?
- GIRL:** All this about dialect is most interesting. I hadn't really thought about it before.
- BOY:** Do we have a dialect out here in the West?
- TEACHER:** Yes, and no, because we are an area in development. People from all over the United States are constantly moving in and about this area. Perhaps when it begins to quiet or settle down, a dialect may develop. At present, it is mostly the way some people pronounce certain words, they may say ruff for roof; kidding for joshing, spoofing, or teasing.
- GIRL:** What?
- TEACHER:** Forget it. I'm only teasing, kidding, joshing, or spoofing because I'm tired, exhausted, beat out, used up, whipped, all in, and just plain bushed.
- BOY:** Are there any other dialects?
- TEACHER:** There are a few more. Let's see if you recognize this one.
- TEXAN:** Well, the only way I could ever git a word in sidewise. I have three sisters and a brother down there you know at the kitchen table. An' all I could do was fun 'em. I learned to satirize 'em. You know Bob, honest goodness, that's the way I did. And-a I's scared to jump mama straight, you know. I never come into her straight. I would make fun of one of her friends. I remember I used to git, I pretend I was callin' the roll for a club she belonged to. I'd take an ol' dominicker hen an' hold her wind pipe an' I'd say Sister Talley, an' I'd turn that hen. She's go squawk.
- BOY:** I know that variety of speech--that's a Texan dialect.
- GIRL:** Oh, show-off.
- TEACHER:** Right. It is quite different from most of the other southern dialects because it developed differently. Texas is made-up mostly of people who came from many of the other southern states. Therefore, their language is a mixture of different other dialects and accents.
- GIRL:** Isn't it interesting that the way you speak shows so much about your background and history?
- BOY:** Yes, but is it always right to speak in your dialect? We had a bit of trouble understanding some of the dialects we heard.
- TEACHER:** But people who speak in the dialect understand each other. Isn't that the important thing--to be able to communicate with each other? They can make their thinking and feelings understood to those around them, like their friends and families.
- GIRL:** But we don't spend every moment of our day with our friends and families.
- BOY:** No, blast it! We have to work for a living.
- TEACHER:** And that means you have to communicate with your boss and the other employees.
- GIRL:** And certain jobs require you to have contact with lots of people.
- TEACHER:** But the use of languages that is understandable by all is not required only in a business situation. Let us say a person who is a stranger to an area asks a native for directions. The situation might go like this.
- TRAVELER:** Ah, could you direct me to the main highway?
- NATIVE:** Sho' can. You go down this road a piece to some barrens; but just before you git to the harrens, you'll cross a bottom, which shouldn't be flooded cuz the branch done be dry

this time of the year. Yonder beyond the barrens you'll come to some buttes. Count 'em. At the third, you turns right and heads south for the flats. Watch for the cavvy because it will be feedin' there. You takes the north road at the fork and you go straight into town and the pavement.

TRAVELER: The barren?

NATIVE: Yep.

TRAVELER: The bottom?

NATIVE: Yeah.

TRAVELER: The branch, the third butte, the cavvy, then the pavement. Is there anybody around here goin' into town?

TEACHER: What's the problem?

GIRL: Why the poor man is no better off than he was before he asked for directions.

TEACHER: Here's another situation.

MAN: I got the miseries.

DOCTOR: Could you describe the type of complaint you have?

MAN: I got the so' thoat.

DOCTOR: You say you have pain in the proximal end of your esophagus.

MAN: I say I got the so' thoat.

DOCTOR: Approximately how long has this discomfort been afflicting you?

MAN: It's not afflictin' me; it's hurtin' me cus I got the so' thoat.

DOCTOR: Ah, could you describe verbally the type of pain you perceive?

MAN: I don't receive no pain in the verbally, but my thoat is so'.

GIRL: Why, neither is communicating with the other because neither is using standard English.

BOY: Standard English! What's that?

GIRL: Hmm, you weren't listening when we were told that standard English is the English most often spoken in business and generally heard on radio and TV?

TEACHER: Right--it is the English that is spoken in handling the affairs of our country. Here are some examples of people using standard English for reasons that if they didn't use standard English the message would not get across.

John F. Kennedy (Inaugural Address):

I do not believe that any of us would exchange place with any other people, any other generation.--The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world. And so my fellow Americans ask not what your country can do for you; ask what you can do for your country...

* * * * *

(Stop tape for interpretation.)

Radio Announcer:

Astronaut Thomas Stafford, veteran of two other journeys, and rookie Eugene Cernan now are in orbit around the Earth in Gemini IX--which at 6:39 this morning Los

Angeles time, blasted off from Cape Kennedy at a perfect launch under bright sunny skies through which they now are flying at tremendous speed. You heard it live as it happened earlier on KLAC. Metromedia's team of reporters at Florida launch site gave this description of the momentous occurrence.

Blast time nine, eight, seven, six, five, four, three, two, one--ignition of the firing tubes--we are waiting for ignition. There it is. Ready for lift-off. And we have a lift-off. We have a bird. Now the chase through space is under way...

* * * * *

(Stop tape for interpretation.)

- CLERK:** Yes, ma'am, may I help you?
- CUSTOMER:** Yes, I'm looking for a pale blue sweater that will match this skirt.
- CLERK:** Was there any particular style you had in mind?
- CUSTOMER:** Yes, a slip-over.
- CLERK:** Short or long sleeved?
- CUSTOMER:** Short, please.
- CLERK:** This is a very lovely blue. I hope I can match it.

* * * * *

(Stop tape for interpretation.)

- TEACHER:** Class!
Class come to order.
Johnny, take your seat.
You, Agnes, out with the gum.
Johnny, John Patrick Michaels, take your seat.
Agnes, that gum.
Very well, class, please take out last night's homework.
John...

* * * * *

(Stop tape for interpretation.)

- BOY:** But are you saying that this is the only language to use?
- TEACHER:** Absolutely not. Some people need to hold onto their dialect or accents, because they need these to communicate with people in situations or occasions where those who are listening might take offense or feel that he no longer is a part of them. For a moment, let's put the shoe on the other foot. Let's reverse the situation. For those of you who understand Spanish, the problem will become immediately obvious.
- TOURIST:** Perdona señor--¿pero me pudiera dirigir a la plaza de toros?
- NATIVE:** Perdona, favor de repetir. No le comprendí.
- TOURIST:** Me pudiera dirigir a la plaza de toros. The bull fights, you know. Olé toro.
- NATIVE:** Ah señora ya entiendo--la plaza de toros. Siga Ud. esta calle hasta el Caballito, una estatua del rey Carlos, allí da vuelta hacia la izquierda y continúe unas dos or tres millas hasta el Barrio de San Angel, allí le podran dar más direcciones.

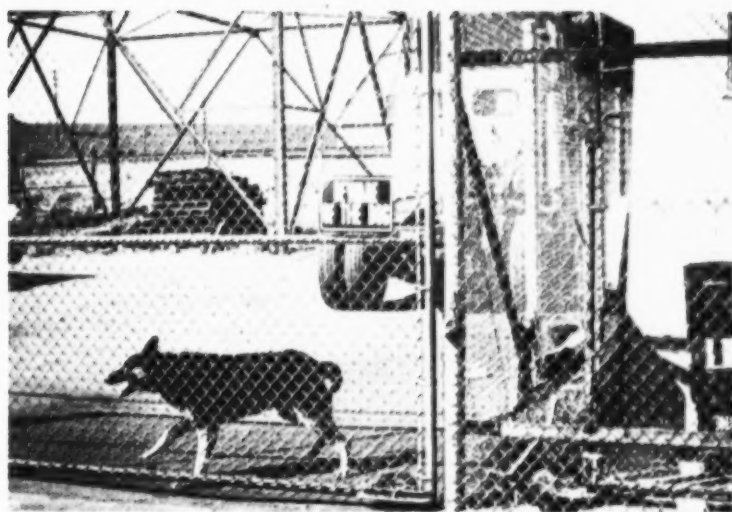
- TOURIST:** Un momento--let me see if I've got it right--I mean--sí, comprendo. I go--voy--hasta el caballo--allí--I go straight.
- NATIVE:** No. No, izquierda, ¿cómo se dice? --Left. --Sinestra.
- TOURIST:** Oh--oh, comprendo--entonces dos millas.
- NATIVE:** Sí, sí--más o menos.
- TOURIST:** What? ¿Qué?
- NATIVE:** Nada, Nada, sígale va bien.
- TOURIST:** No comprendo.
- NATIVE:** ¡Ay Dios me libre! --¿Qué le digo ahora?
- TOURIST:** What? What? I don't understand. --Plaza de toros.
- NATIVE:** Miré en el Caballito da vuelta a la izquierda. Sigue adelante dos or tres millas hasta el Barrio de San Angel.
- TOURIST:** Oh, I get it. Comprendo. Está en el Barrio de San Angel.
- NATIVE:** No señora--en el Barrio de San Angel pide más direcciones. ¡Ay déjelo! ¡Olvidelo! Tome un libre. --¿Ay cómo se dice? ¿Cómo se dice? Ah, sí. Take a taxi.
- BOY:** The frustration suffered by both persons becomes immediately obvious. Communication has not taken place. They don't speak each other's language.
- TEACHER:** Obviously, then the important reason for knowing both languages is to communicate.
- BOY:** Now I get it. It is important to know standard English because, for one thing, it will make it easier to make contact.
- GIRL:** Yeah, and that means all sorts of new jobs become available.
- TEACHER:** Clever, clever.
- BOY:** That means better-paying jobs and opportunities for higher education.
- TEACHER:** Right.
- BOY:** And the dialect is important to hold onto because it is necessary for making contact with friends, family, and the community.
- GIRL:** In other words, two languages will be spoken.
- TEACHER:** Yes, two languages.
- BOY:** But the most important thing is to communicate and to be understood.
- GIRL:** Right, because people judge you by how you speak.
- BOY:** Yeah, your mouth tells who you are.
- GIRL:** And what you are.
- BOY:** Therefore, it is absolutely necessary to be able to speak standard English.
- GIRL:** It is absolutely necessary to communicate with people in a way that says you are somebody and you count.

(End of "The Languages You Speak," Part III)

Part Two

LESSONS, B10 SEMESTER

**SELECTED FRAMES
FROM THE FILMSTRIP 'The Languages You Speak'**



Picture No. 7



Picture No. 8



Picture No. 9

LESSON 4

INITIAL TH SOUND

OBJECTIVES: Students will be able to distinguish aurally the initial **TH** sound.
Students will be able to pronounce the initial **TH** sound clearly.

MATERIALS: Tape C1
Worksheet--Lesson 4 Follow-up
Blank tape

PROCEDURE:

Introduction

Contrast the standard pronunciation of words beginning with the **TH** sound with nonstandard pronunciation. (The **D** sound is substituted for the **TH** sound in nonstandard English: that - **dat**; this - **dis**; those - **dose**; the - **duh**.)

1. **Play tape for Drill 1** (examples of nonstandard pronunciation of initial **TH** sound; sentence drill). The tape begins, "Sometimes students say a **D** sound instead of a **TH** sound..."

Nonstandard examples: (Underlined words have the **D** sound substituted for the **TH** sound. Examples are given twice, and the tape recorder should be stopped after the second. Double-space examples, to give students the opportunity to point out nonstandard pronunciation.)

It looks like an old age pension house . . . says hotel though.

These dogs that didn't have their licenses were caught; these were thrown in the pound; then there was peace throughout the neighborhood.

I think that they at the hospital and they running to pick up a patient . . . because I think that's a doctor.

Try to be ready by then, because those students who have not been tested by the tenth will lose their privileges.

Demonstrate the tongue position when making the initial **TH** sound (broad lip and the front of the tongue visible between the teeth). Have the students practice the tongue position for the initial **TH** sound by placing their tongues in the necessary position to pronounce words beginning with the **TH** sound.

Contrast the tongue position for the initial **TH** sound with the tongue position of the initial **D** sound (tip of tongue on tooth ridge, then released; sides of tongue touching upper teeth). Have the students contrast the tongue positions for these two sounds by alternately placing their tongues in the position to pronounce words beginning with the two sounds.

Sentences for drill

1. The gravy is so thick that it is forming lumps.
2. I think this material is too thin to be used.
3. These apples are cheaper than those.
4. They forgot to thank them for their gifts.
5. A thing of beauty is a joy forever.
6. Throw the ball to first, then to third base.
7. Though she is very pretty, she didn't pass the screen test.
8. I think that this thick blanket is better than that thin one.

LESSON 4

2. **Play tape for Drill 2** (pronunciation drill). The tape begins, "Listen to the following words."

Word list (List the following words on the chalkboard.)

- | | |
|-----------|-----------|
| 1. thick | 9. thin |
| 2. think | 10. thank |
| 3. thing | 11. throw |
| 4. this | 12. that |
| 5. these | 13. then |
| 6. they | 14. than |
| 7. though | 15. them |
| 8. those | 16. their |

3. **Play tape for Drill 3** (sentence drill). The tape begins, "Listen carefully to the following sentences."

1. These dogs that didn't have their licenses were caught yesterday.
2. These were thrown in the pound; then there was peace throughout the neighborhood.
3. The thing that was thrown through the window was theirs.
4. Those things that were thrown in the corner don't deserve that kind of treatment.
5. He said that this theme would not develop those ideas that he wanted.
6. He said that we were to throw away the thick ones.
7. He said that these double decker sandwiches were the best.
8. Dan said that you thought this yellow Dodge was better than the dark one.

4. Have students summarize the important points of the lesson.

1. Contrast of tongue positions for initial **D** and **TH** sounds
2. Standard pronunciation of the initial **TH** sound
3. Common words that begin with the **TH** sound

FOLLOW-UP

- I. Have students read the following paragraph and underline all the beginning **TH** sounds. Tape record students as they read the paragraph. During the playback of these recordings, class members should listen to the pronunciation of the beginning **TH** sound.

Mr. Stanton, may I hand in this theme for my third assignment? Sometimes my locker partner throws things away and forgets to ask me if I am through with them. (She) (He) thinks (she) (he) is the only person who uses the locker.

- II. Read the following list of words to students and have them pay particular attention to the beginning sounds of the words.

- | | |
|-----------|-----------|
| 1. them | 9. ting |
| 2. than | 10. tow |
| 3. throw | 11. dim |
| 4. those | 12. Dan |
| 5. they | 13. that |
| 6. though | 14. day |
| 7. this | 15. doze |
| 8. thing | 16. dough |

Play tape for Drill 4 (audio discrimination between beginning **TH** and **D** sounds). The tape begins, "Listen carefully and write the word I say twice in each group of three."

Drill:

- | | |
|-----------------------|-------------------------|
| 1. them, dim, them | 5. they, day, day |
| 2. Dan, than, than | 6. though, dough, dough |
| 3. tow, throw, tow | 7. that, this, this |
| 4. those, those, doze | 8. ting, ting, thing |

- III. Pronounce the following words and have the students write a sentence using each word.

- | | |
|----------|---------|
| 1. think | 5. then |
| 2. dough | 6. than |
| 3. day | 7. tow |
| 4. throw | 8. dim |

LESSON 5

TO BE – AM, IS, ARE

OBJECTIVES: Students will be able to distinguish between standard and nonstandard uses of present tense forms of the verb **to be**.
Students will be able to develop standard uses of present tense verb forms of the verb **to be**.

MATERIALS: Tape C2
Worksheet--Lesson 5
Worksheet--Lesson 5 Follow-up

PROCEDURE:

Introduction

1. Students often omit the verb (He carrying), or use **be** or **bes** instead of **am**, **is** or **are** (He be at school. You bes at school all the time).

Write the present tense forms of the verb **to be** on the chalkboard:

Singular		Plural	
I	am	we	are
you	are	you	are
he, she, it		they	
Mrs. Jones		The Joneses	
Mary	is	Mary and John	are
The book		The books	
(etc.)		(etc.)	

Emphasize that the third person singular and plural include pronouns, proper nouns, and common nouns.

Have students respond in the following manner:

teacher: I
students: am
teacher: You
students: are
teacher: He
students: is
teacher: Mrs. Jones
students: is

2. Emphasize that the verb **to be** is the most frequently used verb in speech, and that **is** is irregular. Give the students examples of sentences using various present tense forms of the verb **to be**.
 1. She is talking (or) She's talking.
 2. They are talking (or) They're talking.
 3. Mrs. Jones is talking.
 4. My two friends are talking.
 5. I am talking (or) I'm talking.
 6. We are talking (or) We're talking.
 7. You are talking (or) You're talking.

3. Play tape for Drill 1 (examples of nonstandard uses of the verb to be).

Nonstandard examples

He trying to explain to him what he meant.
 He going in the elevator.
 They looking for something.
 Cause he looking at him funny.
 I know he disgusted.
 When he get through saying his words, boy, them boys they be crying.
 The trees is growing green and sparkling, the houses are raggedy.
 These words is not stupid!

4. Play tape for Drill 2 (pattern practice drill). The tape begins, "Listen carefully, and repeat after me..."

This drill requires **individual** response. Point to individual students to make a response during the drill. Repeat this drill to give many students the opportunity to respond.

5. Have students write the present tense in each sentence. Have the students read the sentences orally when they have finished.

Present tense

1. I _____ going to the party.
 2. Mary _____ doing her work.
 3. The Smiths _____ arriving at 9:00 this evening.
 4. John _____ the best athlete.
 5. _____ Alice and Alex twins?
 6. The girls _____ waiting for the bus.
 7. There _____ the books I want you to read.
 8. _____ these the ones?
 9. Who _____ coming next week?
 10. _____ this the way to do it?
 11. Her earrings _____ very pretty.
 12. I _____ the person who called.
 13. Mary and her mother _____ coming to lunch.
 14. _____ we the winning class?
 15. Carl and George _____ related to me.
 16. Why _____ the committee meeting again?
 17. _____ the members going to present their case?
 18. _____ I the only one who objects?
 19. The women who organized the affairs _____ here.
 20. _____ she the girl who won?
6. Have individual students answer the following questions affirmatively. Students must use contractions in their answers. For example, ask, "Is this your friend?" The expected student response is, "Yes, he's my friend."
1. Are you going to school?
 2. Is she your friend?
 3. Am I the person you called?
 4. Who is she?
 5. Is the teacher in the class?

LESSON 5

6. Is it the right answer?
 7. Am I taller than she?
 8. Are they corrected?
 9. Is she tall?
 10. Are they coming with us?
7. Have students summarize the important points of the lesson.
1. Conjugation of the present tense verb **to be**
 2. Irregularity of the present tense verb **to be**

FOLLOW-UP

- I. A. Have students read the following dialogue. Have students underline all forms of **to be** before they read the dialogue.

1: Are you going to the game this Friday?

2: No. I'm not going, but my brother is.

1: Oh, is he going to drive?

2: I think he is. Are you going to the game, too?

1: Yes, I am, and I would like a ride.

2: When you see him, ask him if he's going to drive there.

1: I'm going to do that. If he's not going, I'm sure some of his friends are, and perhaps they'll take me.

2: I'm sure he is. Ask him.

- B. Write six sentences, using:

am, is, are

- II. Divide students into three groups. Select a leader for each group. Have students practice recording dialogue in Follow-up I. Have students evaluate their speech for clarity.
- III. Have students write a short description of some object in the classroom or of something that is occurring near them.

The descriptions must be in the present tense and should include use of the verb **to be**.

- IV. **Play tape for Drill 3** (sentence drill using contractions of **to be**; sentence drill requiring negative and affirmative responses). The tape begins, "Often, when we want to say..." Students should repeat the following sentences, using a contraction of the verb **to be**.

1. You are going to be late for dinner.

2. He is one of the best speakers in class.

3. She is not ready to leave.

4. I am always sad when it rains.

5. He is usually the last one out of the locker room.

6. You are expected to observe all traffic rules while driving.

Students answer the following questions, using **aren't** or **isn't**:

1. Is the table big enough?

2. Are they going with me?

3. Is she a good singer?

4. Is it a good record?

5. Are they the best singing group?

6. Is she still in school?

7. Are you afraid of thunder and lightning?

8. Is this the end of the lesson?

LESSON 6

TO BE – WAS, WERE, WILL BE

OBJECTIVES: Students will be able to distinguish between standard and nonstandard uses of past and future tenses of the verb **to be**.
Students will be able to develop standard uses of past and future tenses of the verb **to be**.

MATERIALS: Tape C3
Worksheet--Lesson 6
Worksheet--Lesson 6 Follow-up

PROCEDURE:

Introduction

Students often use **was** in place of **were** (We **was** cold. You **was** late).

Write the past and future tenses of the verb **to be** on the chalkboard:

Singular		Plural
	(past tense)	
I	was	we were
you	were	you were
he, she, it		
Mrs. Jones	was	they were
Mary		
The book		
	(future tense)	
I will	will	we will
you will	will	you will
he, she, it		
Mrs. Jones	will	they will
Mary		
The book		

Emphasize that the future tense of **to be** uses **will** for all persons, singular and plural.

Have students respond in the following manner:

teacher: I
students: was
teacher: You
students: were
teacher: He
students: was
teacher: Mr. Jones
students: was

1. Play tape for Drill 1 (sentence drill changing the verb **to be** from present tense to past tense). The tape begins, "Students sometimes use **was** instead of **were**..."

Sentences for drill

1. He was always crying about something.
2. She was not in her right seat.
3. They were standing in front of the school when the bell rang.
4. It was not the car I wanted.
5. They were caught in a terrible storm.
6. We were invited to a birthday dance.
7. All the boys were standing against the wall and refused to dance.
8. The girls were disgusted with the boys.
9. Finally, they were persuaded to dance.
10. We were having a good time when the ceiling fell.

Students change the verbs in the following sentences from present to past tense:

1. You are too noisy.
 2. We are all talking at once.
 3. He is not supposed to drive his father's car.
 4. He is the biggest eater in his family.
 5. You are not supposed to use all the money for clothes.
 6. It is not a good day to go to the beach.
 7. They are planning the tenth-grade picnic.
 8. She is always using the wrong locker.
2. Have students read the following dialogue in unison. (Boys take one part, girls take the other; after two trials, reverse the parts.)
- 1: Where were you last night?
 - 2: I was at my aunt's house.
 - 1: What were you doing?
 - 2: We were there for our family reunion.
 - 1: How many were there?
 - 2: There were twenty-six present, but ten of them were my immediate family alone.
 - 1: Who is the oldest member of the family?
 - 2: My grandmother is ninety-six years old and is still active.
 - 1: When will all of you have another reunion?
 - 2: We'll meet again about the same time next year; the affair will be at our house.
 - 1: Do you think your Grandmother will still be around next year?
 - 2: My Grandmother will be there; in fact, she will probably outdance us all.
3. Have students individually read and practice the following dialogue. Then, have students tape record the dialogue in pairs. Play back the recorded dialogues for class evaluation.
- 1: Tomorrow will be my parents' twenty-fifth anniversary, and we are going to celebrate by having dinner at The Towers restaurant in downtown Los Angeles.
 - 2: How many of you will be at the dinner?
 - 1: Oh, there won't be many of us; just my parents, my brother and I, and my grandmother. Last year there were too many of us.
 - 2: Was the celebration at a restaurant, also?
 - 1: No, it was at our home, and we were working for a week before, during, and after the party.
 - 2: We're having a party at our house soon also, and I'm not looking forward to the work.
4. Have students summarize the important points of the lesson.
1. Conjugation of the past and future tenses of the verb to be
 2. Irregularity of the past tense of the verb to be
 3. Use of will for all persons in the future tense of to be

FOLLOW-UP

- I. Have students write a paragraph describing a past incident. Have them underline all forms of the verb **to be** in the paragraph. (Guide the students to describe an incident that occurred recently.)
- II. **Play tape for Drill 3** (individual students answer questions). The tape begins, "Answer the following questions..."

Students answer the following questions:

1. Were you at school yesterday?
2. Was Mary on time?
3. Are my friends invited?
4. Are you coming to the party?
5. Are these books for sale?
6. Who will be here tomorrow?
7. Is this the correct form?
8. Were you the first to arrive?
9. Am I the only one who paid?
10. Were the Johnsons invited?

- III. A. Have students fill in the blanks with **was** or **were**:

1. _____ you first in line?
2. They _____ all present.
3. The boys _____ not at the picnic.
4. You _____ the last to leave.
5. Sandra and Tommy _____ at the game.
6. _____ we on the list?
7. I _____ sick yesterday and I _____ not at school.
8. The people _____ standing at the bus stop.
9. The cars _____ speeding down the street, and I _____ afraid to cross it.

- B. Have students fill in the blanks with **am**, **is**, or **are**:

1. Who _____ you?
2. Where _____ you going?
3. _____ I too short for the basketball team?
4. _____ Mary or Alice on the phone?
5. The children _____ singing.
6. The choir members _____ meeting Wednesday night.
7. I _____ learning to swim, and the lifeguard _____ teaching me.
8. The books _____ not on the right shelf.
9. You _____ watching television too much!
10. This _____ the hottest summer I can remember.

LESSON 7

WHO AM I?

OBJECTIVE: Students will be able, with confidence, to express orally certain basic and important facts about themselves.

MATERIALS: Tape C4

Worksheet--Lesson 7

A student personal information form for Lesson 7 completely filled out by the teacher, on himself, a fictitious student, or a leading personality.

PROCEDURE:

Introduction

Direct students to answer the question, "Who am I?" in three words. Encourage each student to select three words that truly describe him as a person; e.g.:

- a. boy, athlete, student.
- b. talented, hardworking, happy.
- c. dancer, Mexican, mechanic.

Discuss with students the importance of being able to answer questions about themselves. Emphasize such things as self-respect, dignity, and good image.

1. Distribute copies of the student personal information form, "Who Am I?"
2. Explain to students the importance of accuracy and completeness in completing forms.
3. Ask students why personal information forms are important. Write the suggested reasons on the chalkboard.
4. **Play tape for Drill 1** (presents a student telling about herself). The tape begins, "Why is it important to know how to introduce yourself?..."
5. Ask a student to tell the class about himself, using the information on the form as a guide. Explain that students do not have to give all information on the sheet orally; they may exclude any information they consider too personal to share with the class.
6. Guide the class members in evaluating the student's presentation.
7. Direct students in pairing-off to practice their presentations.
8. Ask three students to record their presentations. Students first selected should be those who have been reluctant to participate in class activities.
9. Guide analysis and evaluations of various presentations. Encourage students to point out errors in pronunciation, usage, etc.
10. Repeat Steps 8 and 9 until most students have participated.

FOLLOW-UP

- I. Students may use certain sections of their personal information form, "Who Am I?" to expand into a written autobiography.
- II. This exercise might be combined advantageously with the biography unit in B10 English. Students who have read individual biographies might make oral presentations. The following are some suggested methods:
 - a) Panel reports may be made, according to the type of person read about; e.g., sports figures, actors and actresses, presidents, humanitarians.
 - b) Individual students may impersonate the person read about and be interviewed by another student, answering with the information gained from the reading.
 - c) Students may give individual oral reports telling either why they wish they were the subject of the biography or why they are glad they are not.
- III. Students may pair off, interview each other, and then introduce their partners to the class.
- IV. Students may present a mock television interview show (such as the *Today* show), with either one person or a panel playing the interviewer and with one person acting as the guest.

LESSON 8

FINAL TH SOUND

- OBJECTIVES:** Students will be able to distinguish aurally the final **TH** sound.
- Students will be able to recognize the difference between the nonstandard and standard pronunciations of words with the final **TH** sound.
- Students will be able to pronounce the standard final **TH** sound clearly.

- MATERIALS:** Tape C5
Worksheet-- Lesson 8 Follow-up
Blank tape

PROCEDURE:

Introduction

Explain the standard pronunciation of words ending with the **TH** sound. Contrast nonstandard pronunciation of final **TH** sound with standard pronunciation of final **TH** sound (**F** sound is substituted for final **TH** sound in nonstandard pronunciation: with, -wif; both, -bof; mouth, -mouf).

1. Demonstrate the tongue position when making the standard final **TH** sound. (Tongue is between the teeth.)
Have students pronounce words with final **TH** sound and notice the position of the tongue. (Ask the students to pronounce **myth** and **mirth** first; they usually do not substitute the **F** sound in these words.)
2. List the following words on the chalkboard as they appear below. Pronounce the words for the students, giving the definitions of unfamiliar words. These words are included in Drill 1. Point to the words as they are pronounced.

- | | |
|-----------|------------|
| 1. mirth | 12. myth |
| 2. wreath | 13. worth |
| 3. death | 14. breath |
| 4. north | 15. south |
| 5. both | 16. broth |
| 6. youth | 17. tooth |
| 7. math | 18. path |
| 8. truth | 19. booth |
| 9. with | 20. fifth |
| 10. mouth | 21. cloth |
| 11. bath | 22. bathe |

3. Play tape for Drill 1 (examples of nonstandard pronunciation of final **TH** sound; pronunciation drill). The tape begins, "In standard English, words ending in a **TH** sound..."

Nonstandard examples: (Underlined words have the **F** sound substituted for the **TH** sound; examples are given twice, and the tape player should be stopped after the second example to give students the opportunity to point out nonstandard pronunciation.)

1. The fourth tooth was missing from his mouth.
2. Jack is not with his family in the south; he misses both his family and friends in the south.
4. Have students summarize the important points of the lesson.
 1. Contrast in tongue positions for final **F** and **TH** sounds
 2. Standard pronunciation of final **TH** sound
 3. Common words that end with the **TH** sound

FOLLOW-UP

- I. **Play tape for Drill 2** (sentence drill). The tape begins, "Listen carefully to the following sentences ..."

Have students read the following sentences and be prepared to repeat them during the tape drill.

1. He used the booth on the north instead of the south side of the street.
2. The youth would not tell the truth about his broken tooth.
3. Take the fifth path south.
4. The fourth tooth was missing from his mouth.
5. My math class meets fourth period.
6. Lack of breath caused his death.

- II. Have students read the following paragraph and be prepared to record it. Tell them to underline the final **TH** sounds that are in the paragraph. When recordings are played back, class members should listen to determine if standard pronunciation of the final **TH** sound was given.

Will you go with us to the game? Our North team is playing the South team. We are fifth in the league. We are holding our breath that our path to state victory will not turn out to be a myth. The best player, to tell the truth, lost his front tooth. We noticed it when he was sitting in the next booth.

Jack is not with his family in the South. He moved to the North last month after the death of his father. He misses both his family and his friends in the South. Often, he has only broth for supper because he is without a steady job. He likes his math class and hopes it will help him prove his worth. His youth gives him hope when there is little mirth in his life.

- III. **Play tape for Drill 3** (sound discrimination drill). The tape begins, "Listen to the following words as I pronounce them." Have students number their papers from 1 to 10 before they listen to the instructions on the tape, or direct them to use the space provided for this drill on the student worksheet. Students will write the letter of the word that ends with the **TH** sound.

Words for sound discrimination drill

(Students write the letter of word ending in **TH** sound.)

A	B
1. with	whiff
2. math	laugh
3. deaf	death
4. both	buff
5. puff	path
6. myth	muff
7. wife	worth
8. brief	breath
9. cloth	cough
10. beef	teeth

LESSON 9

THIRD PERSON SINGULAR, PRESENT TENSE

- OBJECTIVES:** Students will be able to distinguish between standard and nonstandard third person singular, present tense.
- Students will be able to develop standard usage of third person singular, present tense verb patterns.

- MATERIALS:** Tape C6
Worksheet--Lesson 9 Follow-up
Blank tape

PROCEDURE:

Introduction

Explain to the students that English regular verbs (action words) change in the present tense when **he, she, it, a person's name, or an object** is the subject (actor) of the sentence. Point out that in writing, the **-s** or **-es** is added to the verb in the third person singular, present tense. The ending is pronounced with an **s** sound in words like **hits** and **stops**; the ending is pronounced with a **z** sound in words like **runs** and **roars**; the ending is pronounced with an **iz** sound (rhymes with *fizz* in words like **passes** and **boxes**. (Also, the ending adds a syllable to the word.) In this lesson, the third person singular present tense ending will be referred to as the **s** sound because the letter **s** represents the sound for all three endings.

1. Write examples on the chalkboard.

I talk to the class.
You talk to the class.
He talks to the class.

Have students use verbs in additional patterns (third person singular, present tense).

2. Have the students make two columns on a sheet of paper, labeling the first column **Actor** and the second column **Action**, and numbering from 1 to 10.

Under **Actor**, have the students write both the singular and the plural forms of **actors** (nouns).

Under **Action**, have students list words (verbs) which express action happening as of now (present tense).

For example, students might write the following words:

Actor	Action
boy	runs
boys	run
machine	works
machines	work
ballplayer	throws
ballplayers	throw
girl	walks
girls	walk
friend	talks
friend	talk

When students have completed the list, have them draw a circle around every final **s**. Point out to the students that, when **s** is added to a word in one column, it is **not** added to the word in the other column. When students have completed the exercise, have them expand the subject-verb pairs into sentences.

3. Explain to students that the nonstandard usage of the third person singular, present tense, omits the ending sound.
4. **Play tape for Drill 1** (nonstandard examples of the third person singular, present tense). The tape begins, "Sometimes students omit..."

Nonstandard examples: (Examples are given twice, and the tape recorder should be stopped after the second example to give students an opportunity to point out nonstandard examples.)

1. He **look** real serious.
 2. He **need help** and he's in pain.
 3. He **look** like he's in a street.
 4. Sometime she **talk**, she **dress** neat all the time, she **work**.
 5. He likes his math class and **hope** it will help him.
5. **Play tape for Drill 2** (pattern practice). The tape begins, "Listen carefully to the following sentence and repeat it after me."

First pattern: _____ goes to work.

Second pattern: _____ pays the rent once a month.
 6. Have students summarize the important points of the lesson.
 1. English verbs take an ending for third person singular, present tense. The ending is written with the letters **s** or **es**.
 2. The ending sound for third person singular present tense verbs is an **s** sound (*bits*), a **z** sound (*runs*), or an **iz** sound (*passes*).

FOLLOW-UP

- I. Have students write sentences using the following verbs. Action must be done by the third person singular and must occur in the present tense.

1. run
2. go
3. walk
4. talk

5. say
6. throw
7. see
8. look

9. eat
10. sleep
11. write
12. make

- II. Give students the following paragraph to read. Have them **circle** the **s** in all third person singular present tense verbs and **underline** the words beginning with the **th** sound. Tell them to be prepared to tape record their oral readings of the paragraph. The class should listen to determine if the standard usage for the third person singular, present tense, was used. (Be sure to pronounce the final **s**.) Also, they should determine if the standard pronunciation was given to words beginning with the **th** sound. (Tell them not to substitute a **d** sound.)

My name is _____, and this is my friend _____. He walks to school with me every morning. He thinks this school is better than the one that he went to last semester. He says that his math teacher explains everything to him thoroughly and that he makes better grades now.

- III. Have students record the following exercises. They should listen for standard usage of the third person singular, present tense.

Suggested directions for the exercises

- A. Select a classmate and find out one of the following things: his/her usual weekend activities, present school program, usual after-school activities, or a recent exciting experience. Be prepared to describe what you have found out about your classmate. In your description, you must use the third person singular, present tense. For example, if you describe a classmate's school program, you might start off by saying, "(classmate's name) leaves his house every morning at 7:45 and he arrives at school at 8:15. He goes to his first-period class in the shop building..." (Continue with the third person singular, present tense.)
- B. Select a classmate and describe him/her to the rest of the class. In your description, you may include any information which will identify the classmate except his/her name. Also, you must use the third person singular, present tense in your description. For example, you may begin your description like this: "This person likes to come to class early. He sometimes walks into the classroom very quietly. Every day, he speaks to a girl in the front seat..." (Continue with the third person singular, present tense.)
- IV. Play tape for Drill 3 (pattern practice). The tape begins, "Listen carefully. Repeat the following sentence after me."

First pattern: _____ writes with both hands.

Second pattern: _____ takes this path south every day.

LESSON 10

THIRD PERSON SINGULAR, PRESENT PERFECT TENSE

OBJECTIVE: Students will develop standard usage of third person singular, present perfect.

MATERIALS: Tape C7
Worksheet--Lesson 10 Follow-up

PROCEDURE:

Introduction

Briefly review the standard pattern of the third person singular, present tense. Have students give the explanation and reinforce the correct response. Ask them what happens to a regular verb (action word) when the subject (actor) is **he, she, it, Mr. Smith, the boy, or an object.**

1. Introduce the present perfect pattern. (Write examples of this pattern on the chalkboard, using one of the words from the list in No. 3, below; i.e., "The boy has gone to the movie.")
2. List the "has" form (past participle) of the verbs on the chalkboard. Contrast this form to the third person present tense form.

- | | |
|--------------------|----------------------|
| 1. runs - run | 11. sleeps - slept |
| 2. goes - gone | 12. writes - written |
| 3. walks - walked | 13. makes - made |
| 4. talks - talked | 14. tells - told |
| 5. says - said | 15. puts - put |
| 6. throws - thrown | 16. comes - come |
| 7. sees - seen | 17. gives - given |
| 8. looks - looked | 18. uses - used |
| 9. eats - eaten | 19. works - worked |
| 10. loses - lost | 20. speaks - spoken |

3. Play tape for Drill 1 (introduction of third person singular, present perfect tense). The tape begins, "When the subject or actor..."

Sentences in first part of Drill 1

1. He walks to work.
2. She walks a mile a day.
3. The boy walks past my house.
4. Mr. Smith walks too far.

Sentences in second part of Drill 1

1. She walks a mile a day.
She has walked a mile a day.
2. The boy walks past my house.
The boy has walked past my house.
3. Mr. Smith walks too far.
Mr. Smith has walked too far.

4. Drill the students on the word list in Step 2. Have them pronounce words in pairs. (Add **has** to past participle).

5. Have students summarize the important points of the lesson.

1. Regular English verbs take an ending sound for the third person singular, present tense.
2. Regular English verbs have a form used with **has**.

FOLLOW-UP

- I. Have students use the following words in sentences. Action must be done in the third person in the present tense. (Remind them to add the **s** to the verbs.)

- | | |
|---------|-----------|
| 1. run | 7. look |
| 2. come | 8. move |
| 3. work | 9. throw |
| 4. put | 10. give |
| 5. tell | 11. play |
| 6. jump | 12. write |

- II. Have students use the following verbs in sentences. Action must be performed in the third person, present perfect tense.

Remind students to use the form of the verb which goes with **has**. For example, **sleep** must be changed to **slept**; **give** must be changed to **gave**.

- | | |
|----------|---------|
| 1. tell | 6. put |
| 2. write | 7. eat |
| 3. say | 8. gave |
| 4. throw | 9. go |
| 5. use | 10. see |

- III. Play tape for Drill 2 (pattern practice). The tape begins, "Listen carefully. Repeat the sentence after me."

Pattern for drill

She **has taken** a vacation.

Subjects:

Mr. Brown

Mrs. Wilson

Tom Jones

He

The hard-working man

My lazy neighbor

- IV. Play tape for Drill 3 (students listen to sentences and repeat sentences using **has** in them). The tape begins, "Listen to the following sentence:

'He taken the money off the table.'"

Sentences for drill

1. He runs to the bank.
2. She goes to school.
3. Mr. White walks around the block.
4. My mother says, "Wash the dishes."
5. My friend throws the football.
6. My father eats dinner.
7. George Washington sleeps here.
8. Mary writes a check.
9. My good friend makes me angry.
10. My teacher tells me to work hard.
11. The speaker on the tape tells me to speak standard English.
12. Summer comes once a year.
13. She puts all her eggs in one basket.
14. The preacher gives a sermon every Sunday morning.
15. She uses too much paper.
16. The boy works in the supermarket.

LESSON 11

IMPROMPTU SPEAKING

OBJECTIVE: Students will develop the ability to organize thoughts and express them clearly in an impromptu situation.

MATERIALS: Worksheet--Lesson 11
Blank tape

PROCEDURE:

Introduction

Explain to the class the need to "think on your feet" in many situations. Have students suggest situations that require impromptu use of standard English in speech. Discuss the necessity for quick organization of thought and for the need for standard English for effective communication.

1. Point out to students that they must be able to use standard English automatically in a discussion. If they have to think too much about which form of the verb to use and where to place a modifier, they will not be able to organize their thoughts rapidly.
2. Write the following situation on the chalkboard and have students react to it. Tape record the answers and play them back for student discussion. Tell the students to "watch their language" and ask them to listen for nonstandard use of the items covered in Lessons 4 through 10.

"What would you do if . . ."

You have the vice-principal's permission to be excused from class to attend a student government conference. When you take the signed excuse to your teacher, he says that you may go, but you will have to take a failure on the test that will be given that day.

Your friends are gathered at your house. It's turning into a party, but no party was planned. Your baby sister is sleeping in the next room. Your friends want to play records and dance.

3. Divide the class into groups of four or five, and choose a leader for each group. Have the leader present the following situations so that each person in the group can give a short solution.

Have students listen carefully and jot down nonstandard items that they hear. Discuss these after each presentation. Circulate among the groups and tape record as many examples as possible.

FOLLOW-UP

- I. Play tapes which were recorded on the previous day (Step 3) and have the class discuss them. Review any usage problems that are cited in the recordings.
- II. Divide the class into groups and give them the following topics. Again, circulate among the groups and tape record as many discussions as possible.

"What would you do if . . ."

In the hall at school, you seen an adult whom you have never seen before. He asks you who teaches drama and requests to be directed to that teacher's room.

Your class is graduating in June. You have found out that there has been some mistake and that, if you want to graduate with your class, you will have to change your major from business to general.

You have agreed to baby-sit on Saturday night for Mrs. Martin, a steady customer. Later, you are asked to go to a show by a boy you like very much and who never has asked you out before.

- III. Play tapes from the previous day (Follow-up) for the whole class. Have them discuss the non-standard usage.
- IV. Choose five of the more able students, and have them hold a group discussion in front of entire class. Tape record the discussion and ask the class to note the nonstandard usage. Play back the recording for class evaluation.

"What would you do if . . ."

You were given a blouse (shirt) for your birthday, but it was the wrong size. You take it back to the store, but the salesgirl seems disinterested and doesn't help you.

You like a girl in your class very much. You decide to ask her out for a date. You don't have a car. When you ask her, she says she won't go out with you unless you have a car.

You are on your way to school. As you get off the bus, you see a white Chevy stop suddenly at a stop light. A blue Mustang smashes into the back of it. No one seems to be hurt. You have only five minutes to get to class.

You know there's going to be a fight after school. You know the boys who are going to fight. The vice-principal has warned the boys that they will be expelled if there are any more fights.

LESSON 12

THEY - THEIR

- OBJECTIVES:** Students will recognize nonstandard use of **they** and **their**.
Students will develop standard use of **they** and **their**.
Students will reinforce standard use of present and past tenses of **to be**.

- MATERIALS:** Tape C8
Worksheet--Lesson 12
Worksheet--Lesson 12 Follow-up

PROCEDURE:

Introduction

Write the following sentences on the chalkboard. (Retain the sentences on the chalkboard; they will be used again in tape Drill 1.)

1. We talked to **they** friends.
2. **They** house caught on fire yesterday.
3. When it rains, **they** wear **they** funny hats to school.
4. **They** always do **they** jobs the best **they** can.

Have the students read the sentences and point out the nonstandard item. After students have pointed out the nonstandard use of the word **they** (students need not give a grammatical reason--they may simply identify the nonstandard use of **they**), **cross out** the nonstandard uses of **they** and have the students supply the word (**their**) that makes each sentence standard. Write the word **their** *above* the words crossed out.

Next, tell the students that this lesson will cover a common nonstandard usage of **they**. The word **they** is often used in place of the word **their** in nonstandard English.

1. Write the following sentences on the chalkboard, underlining **they**, or have students look at the sentences on their worksheets.
 1. They are going to San Francisco.
 2. When it rains, they wear the funniest hats to school.
 3. They won first place because they were the best dancers on the talent show.
 4. How will they get to the game?
 5. Who are they?

Have the students read the sentences orally, more than once. Then, ask the students to determine what the word **they** "takes the place of." Lead students to realize that **they** is a word which substitutes for a noun or "naming" word.

Next, have the students determine the **function** of the word **they** in each sentence. Lead students to understand that **they** is the subject of the first four sentences and is a predicate nominative in the last sentence. Note that students do **not** have to supply these terms, but should be led to understand the concept. Emphasize that, in standard English, the word **they** cannot be used to show possession or ownership.

2. Write the following paragraph on the chalkboard, or have students look at the paragraph on their worksheets. Students should read the paragraph silently and fill in the blanks with **they** or **their**. After they have finished, have the students read the paragraph aloud a few times.

They or Their?

In standard English, these words have _____ proper places. If _____ are not in _____ proper places, the sentence is nonstandard. The word _____ can only be used as a subject. For example, "_____ always stand in the same place." The word _____ can only be used to show ownership or possession.

3. **Play tape for Drill 1** (explanation of standard use of **their**; examples of nonstandard use of **they**). The tape begins, "In nonstandard English..."

Nonstandard examples

1. Looks as though people got throwed out **th** house.
2. Maybe **they** boss or it's **they** instructor showing them this place.
4. Point out to the students that the word **they** is plural. In nonstandard English, **they** is often used with the singular forms of **to be**. When this word is used as a subject with the present and past tense of **to be**, it must be used with the plural forms.

Have students suggest a few sentences using the word **they** as a subject and using the present and past tenses of **to be** (**are**, **was**).

5. **Play tape for Drill 2** (students repeat sentences and change singular forms of third person to **they**). The tape begins, "The word **they** is plural..."

Sentences for drill (change to plural):

1. He is learning standard English.
2. He is not attending City College.
3. The man is the best player on the Dodgers.
4. The girl probably was not at home when you called.
5. The boy is working his way through City College.
6. She wasn't the one who looked in the window.
7. He isn't my best friend.
8. She was the only girl to pay her dues.
9. The man is not speaking to his next-door neighbors.
6. Have the students summarize the important points of the lesson.
 1. In standard English, the word **they** should not be used in place of **their**. **They** is used as the subject (actor) of a sentence; or, **they** is used as a predicate nominative (Where are **they**? It was **they**).
 2. The word **their** is used to show ownership or possession of something; **their** is plural.
 3. The word **they** cannot be used to show possession or ownership.
 4. When using the present or past tense of **to be**, **they** is used with **are** or **were**.

FOLLOW-UP

- I. Have students practice the following short paragraph and prepare to record it.

All students hope they will improve their spoken English by the end of this course. In order to do this, they must listen carefully to their instructor and practice their drills out loud. In order to improve their pronunciation, they must become aware of the differences in the sounds of words. If they listen to their own speech, as well as to the speech of others, they will soon become more aware of standard and nonstandard forms of English.

- II. Play tape for Drill 3 (change sentences from singular to plural; drill on **they**, **their**). The tape begins, "In this next drill..."

Sentences for drill

1. She is making her coat.
2. He was fixing his car.
3. It was given for her club.
4. It is his.
5. He was reading his paper.
6. He asked for his ID card.
7. She will be here for her exam.
8. Her car was stolen.
9. He gave his old car to his friend.
10. She has given her new hat to her sister.

- III. Have students read the following paragraph. It is written in the third person singular. Have them change the paragraph into third person plural.

Emphasize the following points:

1. Subjects must agree with verbs.
2. Pronouns must agree with antecedents.

He came to class one day with his shirt-tail out. His teacher told him that he would look much better if he tucked his shirt-tail in. She said that each student should take pride in his appearance because each person is judged by his appearance.

- IV. Have students try writing an original "they and their" paragraph, or have them translate a short paragraph from their class anthology. The translation is to be made from third person singular to third person plural.

LESSON 13

TO BE - - PRESENT PERFECT TENSE

OBJECTIVES: Students will be able to distinguish between standard and nonstandard used of **to be**.
Students will be able to use the standard English form of the present perfect tense of **to be**.

MATERIALS: Tape C9
Worksheet--Lesson 13 Follow-up

PROCEDURE:

Introduction

Review the present, past and future tenses of the verb **to be**.

- a. **Present tense** – point out to students that **am**, **is**, and **are** should be used to express actions and ideas in the present tense. Have the students give examples of sentences using **am**, **is**, and **are**. Emphasize that **am**, **is**, and **are** should be used for present tense; also, emphasize the persons and number each of these forms is used with.
 - b. **Past tense** – Point out to students that **was** and **were** should be used to express actions and ideas in the past tense. Have the students give examples of sentences using **was** and **were**. Emphasize that **was** and **were** should be used for past tense; also, emphasize the persons and number each of these forms is used with.
 - c. **Future tense** – Point out to students that **will be** is used to express actions and ideas that will occur in the future. Have the students give examples of sentences using **will be**. Emphasize that **will be** should be used for future tense; also, emphasize that **will be** is used with first, second, and third persons.
1. Read the following questions to the students and have individuals answer them. The answer must contain a form of **to be** and be stated in the same tense as the question.

Example: Is today Monday?

Today is Monday.

1. What are you and your friends planning to do today after school?
2. Will this class be ready for the test next week?
3. Where was your book last week?
4. Where were you yesterday?
5. Were you at the track meet Friday?
6. Was Mr. Brown at Open House?
7. Were you at Open House?
8. Are you going to the movie next week?
9. Is today Monday?
10. What will tomorrow be?
11. Will it be a warm day?
12. Was yesterday a nice day?
13. Is it smoggy today?
14. Will you be in school tomorrow?
15. Are you going to be on time?
16. Is the verb **to be** a pain in the neck?

2. Point out again that **am**, **is**, and **are** express actions and ideas done in the present tense. To express actions and ideas started in the past and continuing up to the present, the form **have** or **has been** is used.

Write the following pairs of sentences on the chalkboard and point out to the students the change in tense which occurs in the second sentence of each pair:

I **am** talking to you.

I **have been** talking to you.

She **is** late for work too often.

She **has been** late for work too often.

They **are** standing in the rain.

They **have been** standing in the rain.

Emphasize that **has been** is used with the third person singular.

3. Play tape for Drill 1 (explanation of present perfect tense; sentence drill; response to questions). The tape begins, "**Have been** and **has been** are used to show actions started in the past and continuing up to the present..."

Sentences for drill

1. I have been to San Francisco the past few days.
2. They have been eating at the same table for three semesters.
3. You have been learning standard English this semester.
4. She has been living next door to me a long time.
5. He has been a friend of mine for five years.
6. We have been too lenient.

Questions for response: (Point to individuals to answer; the answer must contain a contraction.)

1. How long have you been here?
2. Have they been here before?
3. How has your uncle been feeling lately?
4. Have you been here every day?
5. Have we been notified?
6. Who has been chosen for the job?
7. Has he been drafted into the army?

4. Have students summarize the important points of the lesson.

1. The present perfect tense indicates action started in the past and continuing to the present.
2. **Have** or **has** is always used with **been**.

FOLLOW-UP

I. Have students write six original sentences using the verb **to be** in the tense indicated.

1. future
2. present perfect – (any person other than 3rd person singular)
3. present perfect – (3rd person singular)
4. present tense – (any person other than 3rd person singular)
5. past tense
6. present tense – (3rd person singular)

II. Have students practice the following dialogue and prepare to tape record it.

- 1: When will you be ready to take your test?
- 2: I hope I'll be ready by the fourth of this month. However, will all the extra reading I've been doing, I might not be able to take it until the eighth or ninth of next month.
- 1: Try to be ready by then. Those who have not been tested by the tenth will lose their privileges.

III. Play tape for Drill 2 (changing sentences from present to present perfect tense). The tape begins, "All the following sentences..."

Example: Statement: He **is** the president of the student body.

Changed Statement: He **has been** the president of the student body.

Sentences for drill

1. They are the leaders of our group.
2. She is a beautiful woman.
3. The club is well organized.
4. The party is very noisy.
5. You are very helpful.
6. This is a beautiful park.
7. I am tired of talking.

IV. Have students read the following dialogue. At the end of each sentence, indicate the tense that is used. Students can tape record the paragraph.

- 1: Have you been working here very long?
- 2: No, I've been here only four months.
- 1: And Mary. How long has she been here?
- 2: Oh, Mary has been here for over nine years. In fact, in August she will have been here ten years.
- 1: How many girls have been here for ten years or more?
- 2: Not very many. One secretary had been here nineteen years, but she retired recently.

V. Translate the following **nonstandard** examples into **standard** usage.

1. Sometimes it bees all right, so go ahead.
2. They been here an hour.
3. We was so familiar with the place that the owner thought we had done been there before.
4. You was in the pool.
5. Jack were here before you was.
6. My mother be up here to see the teacher tomorrow.

LESSON 14

FINAL R SOUND

OBJECTIVES: Students will be able to distinguish between nonstandard and standard pronunciation of words ending with the **R** sound.
Students will be able to pronounce the final **R** sound clearly.

MATERIALS: Tape C10
Worksheet--Lesson 14 Follow-up

PROCEDURE:

Introduction

Explain the standard pronunciation of words that have the **R** sound following an **O** sound in words such as **floor, door, and store**. Emphasize the **R** sound at the end of these words. Point out to students that these words do not end with the long **O** sound.

1. Write the following words on the chalkboard in the order listed below, and give the students definitions of any words they don't recognize. Point to the words as they are pronounced:

- | | |
|----------|-----------|
| 1. roar | 7. wore |
| 2. tore | 8. more |
| 3. store | 9. door |
| 4. for | 10. bore |
| 5. four | 11. your |
| 6. floor | 12. shore |

2. **Play tape for Drill 1** (pronunciation drill). The tape begins, "Listen carefully. Often, students leave the final **R** sound off..."

- | | |
|----------|-----------|
| 1. roar | 7. wore |
| 2. tore | 8. more |
| 3. store | 9. door |
| 4. for | 10. bore |
| 5. four | 11. your |
| 6. floor | 12. shore |

3. Have students use the words in original sentences. They may write the sentences before trying the oral presentation. Emphasize standard pronunciation of the words on the list.

4. Write the following words on the chalkboard in the order listed below, and give the students definitions of any words they don't recognize.

- | | |
|-----------|-----------|
| 1. roar | 11. row |
| 2. tore | 12. toe |
| 3. store | 13. stow |
| 4. four | 14. foe |
| 5. floor | 15. flow |
| 6. wore | 16. woe |
| 7. more | 17. mow |
| 8. door | 18. dough |
| 9. bore | 19. bow |
| 10. shore | 20. show |

Have students give a definition for each word in the second column. Emphasize the differences in spelling and meaning of each pair.

LESSON 14

5. **Play tape for Drill 2** (pronunciation drill on pairs of words). The tape begins, "In the previous tape drill..."

1. roar - row
2. tore - toe
3. store - stow
4. four - foe
5. floor - flow

6. more - mow
7. door - dough
8. bore - bow
9. shore - show
10. wore - woe

6. Have students summarize the important points of the lesson.

1. The final **R** sound must be pronounced.
2. If final **R** sounds are not pronounced, words ending in the final **R** sound may be confused with other words.

FOLLOW-UP**I. Directions for playing "Sound Bingo."**

1. Have students write words from the list in Step 6, below, in the bingo squares (one word per square). Students may write words in any order, so that no two "bingo cards" will be alike. Each square must contain one word, except for the center square marked "Free." An example of the student "bingo card" follows.
2. Tell the students that a list of words will be pronounced. Each word will be preceded by a number. Tell the students to write this number in any square which contains a word they have heard.
3. When a student has numbered five words in a row, either horizontally, vertically, or diagonally, he says, "Bingo," and the game is ended.
4. Be sure to check with the class after each game to make certain that the "winner" has selected only words which you have pronounced.
5. After each game, have the students cross out the numbers in each square. The "bingo card" can be used again.

1. poor
2. Poe
3. sure
4. show
5. shore
6. roar
7. row
8. mow

9. more
10. floor
11. door
12. doe
13. wore
14. woe
15. for
16. foe

17. tore
18. toe
19. store
20. stow
21. bore
22. your
23. flow
24. dough

SAMPLE STUDENT "BINGO" CARD

INSTRUCTIONS

Copy one word from the list at the bottom of this page in each square of the bingo card. Each square will contain a different word. Copy the words in any order--mix them up. Do not write a word in the **FREE** square. Listen carefully to the teacher's pronunciation of each word, and write the number the teacher gives with the word you have heard in the square which contains the word.

When you have listed the numbers of five words in a row, either down, across, or diagonally, you have won the game and should call out "Bingo!"

		FREE		

poor
shore
mow

wore
for
flow

floor
door
foe

store
your
woe

more
show
toe

bore
doe
dough

tore
row
Poe

roar
stow
sure

II. Have students read the following sentences, and underline the words that have a final **R** sound. Next, have students read the sentences orally. Choral reading will give every student an opportunity to practice sentences. After students have practiced these sentences, tape record individual students reading the sentences. Play back the recording for class evaluation.

1. The crowd tore with a roar through the door of the store.
2. Edgar Allan Poe was so poor he could not afford a rug on the floor.
3. Does your brother have to mow the lawn any more?
4. The general wore the medal that he won in the war.
5. Are you sure you'll be going to the seashore this summer?
6. Try to stow enough supplies for our return trip.
7. He watched the water flow down the row.
8. Your foe didn't show because he broke his toe.
9. The doe bore through the fence and caused the rancher woe.
10. Be sure to shut the door before going to the store.

III. Play tape for Drill 3 (sound discrimination drill). The tape begins, "Listen carefully. Now, I will pronounce a group of three words."

Drill words

- | | | | | | |
|---------|------|-------|----------|-------|-------|
| 1. row | roar | tore | 6. show | bore | dough |
| 2. foe | poor | toe | 7. more | floor | woe |
| 3. war | Poe | mow | 8. store | shore | show |
| 4. door | woe | shore | 9. for | floor | flow |
| 5. wore | row | stow | 10. tow | dough | door |

LESSON 15

USING THE TELEPHONE

OBJECTIVES: Students will be able to use the telephone effectively.
Students will develop the ability to place a business call.

MATERIALS: Tele-trainer (The tele-trainer can be obtained by calling the telephone company. Schedule this lesson in accordance with its availability. Students can simulate a telephone situation if the tele-trainer is unavailable.)
Worksheet--Lesson 15
Blank tape

PROCEDURE:

Introduction

A good way to begin this lesson is to have a telephone company representative visit the class and speak about the proper use of the telephone. Also, the representative can introduce the tele-trainer at this time. If a telephone company representative is not available, a teacher from the business education department, or the school secretary, might be invited to speak about the proper use of the telephone.

1. List the following guidelines for proper telephone use on the chalkboard, and discuss each:

1. Identifying yourself properly
2. Asking for another person
3. Stating the purpose of the call clearly
4. Leaving the line temporarily
5. Verifying information
6. Closing the call properly

Note: Emphasize that these points apply to business calls; call attention, however, to their applicability in personal calls.

2. Have the students practice making telephone calls for the following situations. Conversations can be tape recorded and played back as a check on standard use of items covered in Lessons 4 through 14, and on adherence to the guidelines on proper telephone use which have been listed on the chalkboard. The situations listed below can be used as follow-up activities on days following the introduction of the proper use of the telephone.

The following questions can serve as additional guidelines to evaluate the calls:

1. Did caller have correct telephone number handy?
2. Was identification adequate?
3. Was courtesy displayed?
4. Did caller express purpose clearly?
5. Were speakers able to hear one another?
6. Was information adequate?
7. If necessary to "leave the line," was reason explained?
8. If desired person was not available, was offer made to take a message?
9. Was recorded message accurate and complete?
10. Was call closed properly?
11. Did the speakers use standard English?

Role-playing situations for telephone calls

1. Place a call to the bus company to inquire whether the book which you lost on the bus has been found.
2. You plan to get your learner's permit for driving. Telephone your father's insurance agent to inquire about arrangements for the necessary insurance coverage.
3. Call the company with which your family has a hospital insurance plan to find out whether a certain medical expense will be covered.
4. Call a classmate who was absent from school to discuss what was covered in English class.
5. Call a member of the family to explain your delay in coming home after school.
6. A relative has arrived in town and calls from a coin telephone. Determine where he is, and give exact directions to your home.
7. You are at a friend's house, but no one else is home. Mr. Turner calls to speak to your friend's father. Take a message.
8. Call your dentist's office to make an appointment for a check-up.
9. Call a department store to order an article advertised in the paper.
10. Call your dry cleaning shop to arrange for special service on a soiled garment which you must wear this evening.
11. Call Mr. Jim Warman, a bandleader, to hire his band for a class dance.
12. Call the garage to arrange to have the car serviced.
13. Call the Police Department to report a serious automobile accident which has just occurred in front of your house. Indicate that several persons seem to be badly injured.
14. You are baby-sitting at the home of Dr. and Mrs. Lewis. Before leaving, he explained that emergency calls are made frequently to his residence, and he gave you instructions for locating him. You receive such a call five minutes after he left.
15. Call a garage to obtain help for your mother, whose car is stalled on Eastern Avenue.
16. Call the Fire Department to report a fire at a neighbor's house.
17. Persuade a friend to buy tickets to the school play.
18. Make a convincing call to ask for an interview for a summer job.
19. Call to tell a friend about a trip which your family is planning.

Part Three
LESSONS, A10 SEMESTER

64/65

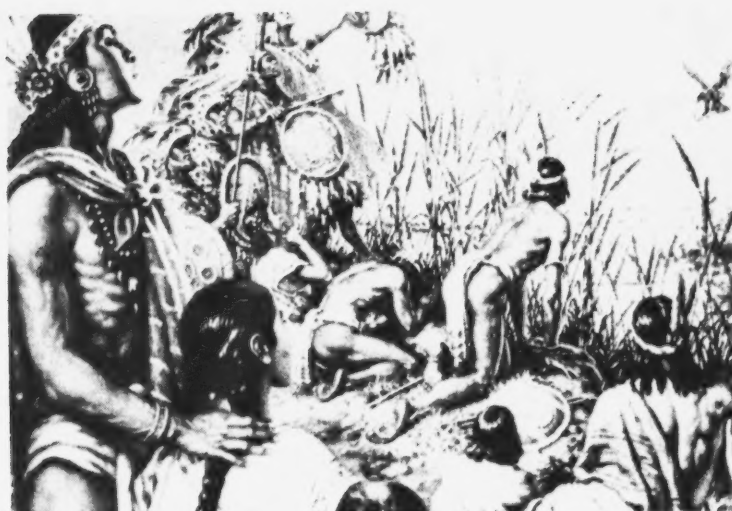
**SELECTED FRAMES
FROM THE FILMSTRIP 'The Languages You Speak'**



Picture No. 10



Picture No. 11



Picture No. 12

LESSON 16

REMOTIVATION I

- OBJECTIVES:**
- Students will understand and be able to express the concept that communications is a means of expressing ideas, feeling, and emotions.
 - Students will understand and be able to express the concept that language is one of many means of communication.
 - Students will understand and be able to express that spoken language is called oral language.
 - Students will understand and be able to express the concept that many things determine the language a person speaks: his type of employment; his sex, national origin, and age; occasion or situation; and history and geography.
 - Students will understand and be able to express the concept that many languages have contributed words and terms to our language.

- MATERIALS:**
- Tapes M1 and M2 "The Languages You Speak," Part I and Part II
 - Script, "The Languages You Speak," Part I and Part II (See Lessons 1 and 2.)
 - Filmstrip, "The Languages You Speak" (Frames No. 1 to No. 15.)

PROCEDURE:

Introduction

List the objectives for this lesson on the chalkboard. Review with students the meanings of the various concepts. Call on those students who already have been involved in the program to explain or to recall some of the material which was presented in the previous semester as part of the motivation lessons.

1. Play tape "The Languages You Speak," Part I. The tape begins, "Language, what is it?..."
2. After playing the tape, ask students to explain the following, in terms of what they have just heard.
 1. communication
 2. language
 3. oral language
3. Play tape "The Languages You Speak," Part II. The tape begins, "Before we get involved in our study of language..."
4. After playing the tape, ask students to explain what determines the language they speak.
5. Reinforce all the objectives by encouraging the students to relate and discuss personal experiences relative to the concepts expressed in the tapes.

FOLLOW-UP

- I.
 - A. Direct students to reread the script, listening carefully to important words; e.g.; **communication, language, conversation, eavesdrop, interpretation.**
 - B. Direct students to establish exact meanings of words and to reinforce their understanding of the words by using them in sentences.
- II.
 - A. Have students list the traffic signals or signs they encounter regularly on the way to school.
 - B. Have students discuss the actions to be taken by pedestrians and by drivers when they see these signs.
 - C. Have students list all type of warning signs commonly encountered.
 - D. Discuss with the students the purposes for the various warning signs.
 - E. Have students list any other types of signs or symbols that are commonly seen and which direct the observer to take some action.
 - F. Lead a general discussion of these kinds of signs or symbols.
- III. Direct students to find and bring to class on the following day a photo, picture, drawing, or other appropriate visual material that communicates a feeling or emotion to the observer.

Have students organize and make a short oral presentation that expresses what they sense or feel when they look at the material that they brought. Have students also explain what it is about the picture or object that causes the feeling or reaction.

LESSON 17

REMOTIVATION II

- OBJECTIVES:**
- Students will understand and be able to express the concept that dialect is a variation, or a different way, of speaking a language; and that dialect is largely determined by geographical isolation, social isolation, and concentration of people in small areas.
 - Students will understand and be able to express the concept that dialects are acceptable and effective means of communication.
 - Students will understand and be able to express the concept that standard English is necessary to communicate with other persons.
 - Students will understand and be able to express the concept that the way people speak reflects their background.

- MATERIALS:**
- Tape M3, "The Languages You Speak," Part III
 - Script "The Languages You Speak," Part III (See Lesson 3.)
 - Display Map, "Major Dialect Areas of the United States"

PROCEDURE:

Introduction

List the objectives for this lesson on the chalkboard. Review with students the meanings of various concepts. Call on those students who already have been involved in the program to explain or to recall some of the material which was presented in the previous semester as part of the motivation lessons.

1. Play tape "The Languages You Speak," Part III. The tape begins, "Now, let me check on you. What were we talking about last time?..."
2. After playing the tape, ask students to define the following terms:
 1. accent
 2. dialect
 3. geographical isolation
 4. social isolation
 5. standard English
3. Reinforce the definitions contained in this lesson and the previous lesson and the objectives of the lessons by encouraging the students to relate and discuss personal experiences relative to the concepts expressed in the tapes.

FOLLOW-UP

I. Direct students to compose dialogues or monologues indicating one or more of the following:

1. Job of the speakers
2. Sex of the speakers
3. National origins of the speakers
4. Age of the speakers

Tape record several students' readings of their scripts.

II. Direct students to bring pictures from newspapers or magazines to class.

Direct students to write dialogues in which they indicate what they think the people in the pictures might be saying. Encourage students to experiment with accents. Impress on the students that the dialogues must reflect the job, age, sex, and national origin of each person portrayed.

III. Direct students to compile lists of words of foreign origin that are commonly used in English.

Select several students to look up the meanings of the words which are new to some members of the class. (Because it often is difficult to recall details without previous preparation, it is advisable for the teacher to prepare a list in advance.)

LESSON 18

REVIEW OF TH AND R SOUNDS

- OBJECTIVES:** Students will be able to recognize the difference between the nonstandard and standard pronunciations of words beginning or ending with the **TH** sound.
- Students will be able to recognize and repeat the standard pronunciation of the following words in which the **OR** sound occurs: **wore, floor, for, store, more, tore, door, bore, shore, your, four, roar, core, sore.**
- Students will be able to pronounce **TH** or **R** sounds clearly.
- MATERIALS:** Tape C11
Worksheet--Lesson 18
Worksheet--Lesson 18 Follow-up
Blank tape

PROCEDURE:

Introduction

Briefly review the standard pronunciation of words containing an initial or final **TH** sound. Briefly contrast standard pronunciation with nonstandard pronunciation (**D** sound is substituted for initial voiced **TH** sound in nonstandard pronunciation: **that** – dat; **this** – dis; **those** – dōse; **the** – duh. **F** sound is substituted for final **TH** sound in nonstandard pronunciation: **with** – wif; **both** – bof; **mouth** – mouf).

1. Demonstrate the tongue positions when making voiceless initial **TH** sound (broad lip and front of the tongue is visible between teeth; air escapes between tongue and teeth). Have students practice the tongue position for the beginning **TH** sound. Tell them to place their tongues as if to pronounce the word **thick**. Then, have them pronounce **thick**. Next, have them place their tongues in the same position and pronounce words beginning with voiced **TH** sound (**the, that, though**).
2. Demonstrate the tongue position when making the standard final **TH** sound. Have students note the position of the tongue for this sound. Give students **myth** and **mirth** to pronounce first because they usually do not substitute the **F** sound in these words.
3. Contrast tongue position for initial **TH** sound with tongue position of initial **D** sound (tip of tongue on tooth ridge, then released; sides of tongue touching upper teeth).
4. Have students be ready to respond to tape Drill 1, using Word List 1 on their worksheet. List the words on the chalkboard in the order they appear below, if no worksheet is available.

Word List for Tape Drill 1:

- | | |
|-----------|--------|
| 1. thick | thin |
| 2. mirth | myth |
| 3. think | thank |
| 4. wreath | worth |
| 5. thing | throw |
| 6. death | breath |
| 7. this | that |
| 8. north | south |
| 9. these | then |
| 10. both | broth |
| 11. they | than |
| 12. youth | tooth |

LESSON 18

13. though	them
14. math	path
15. those	their
16. truth	booth
17. with	fifth
18. mouth	cloth
19. bath	bathe

5. **Play tape for Drill 1** (pronunciation drill). The tape begins, "Look at your list of words..."
6. Briefly explain the standard pronunciation of words that have a final **R** sound (**floor, door, store**). Emphasize the **R** sound at the end of these words. Point out to students that these words do not end with the long **O** sound.
7. **Play tape for Drill 2** (pronunciation drill). The tape begins, "Listen carefully. Often, students do not give a standard pronunciation to words ending in the **R** sound."

Pronunciation drill (List words on chalkboard, if no worksheet is available.)

A

1. roar	7. wore
2. tore	8. more
3. store	9. door
4. for	10. bore
5. four	11. your
6. floor	12. shore

B

1. roar - row	6. more - mow
2. tore - toe	7. door - dough
3. store - stow	8. bore - bow
4. four - foe	9. shore - show
5. floor - flow	10. wore - woe

8. Have students summarize the important points of the lesson.
 1. Tongue position for pronouncing words beginning or ending with **TH** sound
 2. Standard pronunciation of initial and final **TH** sound
 3. Common words that begin or end with **TH** sound
 4. Concept that, if the final **R** sound is not pronounced in standard English, the words may be confused with other words

FOLLOW-UP

- I. Have students practice the following paragraph and prepare to tape record it. Play back the recordings and have the class members check for standard pronunciation of underlined words.

Thistle Thinks is both thin and youthful of mind and body, but his head is thick. Thistle Thinks never made it through math. No more will he roar through the door of the math room. Those numbers threw him every time. For they were more than he could store in his thick head. Thus, Thistle thanked the teacher and left.

- II. **Play tape for Drill 3** (sentence patterns). The tape begins, "Repeat the following sentences after me."

Sentences for drill

1. That store has dough for both thick and thin loaves.
2. Those four boards are for the floor.
3. Stow the wreath with the other decorations on the fourth row.
4. The youth thought that he'd rather go to the show than the seashore.
5. He stubbed his toe and tore his pants in the rocky path.
6. Both the North and the South had many deaths in the Civil War.
7. Show the youth the path to the store.
8. The tide will flow the length and breadth of the shore.
9. She wore four bows in her hair.
10. The foe for four years finally met with death.

- III. **Play tape for Drill 4** (listening exercise--have students number a paper from 1 to 15). The tape begins, "I will read a group of three words..."

(Students write the word in each group that is different.)

- | | |
|------------------------|----------------------------|
| 1. deaf - deaf - death | 9. four - foe - four |
| 2. roar - row - roar | 10. store - store - stow |
| 3. then - den - den | 11. day - day - they |
| 4. doze - doze - those | 12. than - Dan - than |
| 5. dare - their - dare | 13. shore - show - shore |
| 6. with - with - whiff | 14. wreath - wreath - reef |
| 7. dish - this - this | 15. mow - mow - more |
| 8. bath - boat - bath | |

- IV. Have the students write a paragraph using as many of the words as possible from Step 7 in the lesson. Have the students underline the words in their paragraphs which begin or end with the **TH** sound or end with the **R** sound.

LESSON 19

REVIEW OF TO BE

OBJECTIVES: Students will be able to distinguish between standard and nonstandard uses of the verb to be.
Students will develop standard uses of the verb to be.

MATERIALS: Tape C12
Worksheet--Lesson 19
Worksheet--Lesson 19 Follow-up

PROCEDURE:

Introduction

Review the verb to be.

Have the students conjugate the verb in unison. Write the forms of the verb to be on the chalkboard.

	Present	Past	Future	Present Perfect
I	am	was	will be	have been
You	are	were	will be	have been
He, She, It Mrs. Jones Mary, etc.	is	was	will be	has been
We	are	were	will be	have been
You	are	were	will be	have been
They	are	were	will be	have been

1. Play tape for Drill 1 (pattern practice). The tape begins, "Listen to the following sentence..."
2. Distribute worksheets and have students translate the sentences on the worksheet into standard English.
 1. I going to get my books.
 2. He always looking at me.
 3. Who you waiting for?
 4. They supposed to be practicing.
 5. She wants to see if we talking.
 6. You riding the bus?
 7. She going to the store.
 8. He at home.
 9. He at home?
 10. We going to play ball.
 11. She staying after school.
 12. His friends going with him to the playground.
 13. They practicing this week for the final game.
 14. They riding the bus.
 15. She be here at 8:00.

3. **Play tape for Drill 2** (students change tense and repeat the sentences). The tape begins, "Now, I'll give you a sentence and you repeat the sentence after me."

Drill sentences

1. I am going to take an English test.
2. We were in B10 together.
3. She is not the girl I took to the dance.
4. We are speaking nonstandard English.
5. The telephone is ringing.
6. I was always interested in music and dancing.
7. The cars were rushing up and down the freeway.
8. The book is in my locker.
9. They were lost in the strange city.
10. You were not given a hard choice.

4. Divide the class into two or three groups and have the students continue Steps 5 and 6 of the lesson.
5. Have one student read the sentences below aloud. Other students should repeat the sentences in the past tense.

Example: I'm going to San Francisco.

I went to San Francisco.

1. I'm early today.
2. He's a very popular boy.
3. They're going to pay the bill.
4. John and Mary are going steady.
5. Is this the only one?
6. Who's here?
7. Why is the man so worried?
8. A dollar is worth twelve pesos in Mexico.
9. We are going to change the schedule.
10. The party is very noisy.
11. This is a beautiful park.
12. Who is she?
13. The students are very attentive.
14. Am I the last one?
15. The crowd is cheering.

6. Direct students to repeat the sentences in the present perfect tense (same pattern as in Step 5).

1. He is absent.
2. Is he here?
3. Frank is on first base.
4. Mary and Alice are studying.
5. The test is easy.
6. George is in class.
7. Are they at home?
8. The dog is very frisky.
9. Who is here?
10. Is Richard responsible?

7. Have students summarize the important points of the lesson.

1. The verb **be** is not used for **is**, **am**, or **are** in the present tense. (Nonstandard examples: She be here. She be's busy.)
2. The verbs **is**, **am**, and **are** often are omitted in nonstandard English. (Nonstandard examples: She here. She busy.)
3. The verb **was** is singular; the verb **were** is plural.

FOLLOW-UP

I. Practice calls for teletrainer.

Have students work in pairs. Each pair should practice the dialogue below and then tape record it. Other students will check the recorded dialogues for standard pronunciation and usage.

- 1: Fire department.
- 2: There's a fire on the lot on the corner.
- 1: What's your address?
- 2: It's 2250 E. 111th Street.
- 1: Is the fire on 111th Street?
- 2: Yes, it's on a corner that's about four houses north of this home.
- 1: Is there a building on the lot?
- 2: No, it's empty, but there are dry weeds on it, and they're burning.
- 1: Thank you. We'll be there right away.

II. Have students write a telephone dialogue, using the verb **to be** in as many of its forms as possible.

1. Report a stolen bicycle to the police. (Use past tense.)
2. Call the cleaners and ask if a suit that was brought to be cleaned is ready. (Use future tense.)
3. Call a friend and ask for the homework assignment.

Divide the class into small groups and have pairs of students practice their dialogues.

III. Divide the class into small groups and have students take turns changing the tense of the following sentences. Have one student repeat the original sentence, another student change the verb to past tense, and a third student change the verb to present perfect tense.

Example

I am working
I was working.
I have been working.

1. Is she here?
2. The group is working hard.
3. Are the children well-behaved?
4. Is he helpful?
5. Am I the only one?
6. They are here.
7. The tests are very easy.
8. Where are the guests?
9. The bottle is empty.
10. I'm very worried.

IV. Divide the class into small groups and have students take turns describing a friend or a classmate or a famous person. Have them use the present tense. Tell them to be careful with the 3rd person singular. Tape record the descriptions, and have students evaluate the speech of their classmates during the play-back.

LESSON 20

IRREGULAR VERBS

OBJECTIVES: Students will be aware of the formation of irregular verbs.
Students will develop standard usage of the following irregular verbs: come, drink, give, go, know, ride, run, see, wear, begin, break, eat, take, grow, speak, write.

MATERIALS: Tape C13
Worksheet--Lesson 20
Worksheet--Lesson 20 Follow-up

PROCEDURE:

Introduction

Review the present, past, and present perfect forms of regular verbs. Write the following sentences on the chalkboard, or have students read the sentences from their worksheet.

I **work** after school.
I **worked** after school.
I **have worked** after school.
I **ask** a question every day.
I **asked** a question every day.
I **have asked** a question every day.
I **look** out the window.
I **looked** out the window.
I **have looked** out the window.

Point out the following to the students:

- Present tense means that action is happening now.
 - Past tense means that action happened before the present. Regular verbs take an -ed ending.
 - Past perfect tense means that action has happened in the past and is continuing in the present. Regular verbs take an ed ending. Emphasize that past perfect tense always uses **have** or **has** with the verb.
- Explain to students that some English verbs do not add -ed when they are used in the past tense or with **have** or **has**. These are called irregular verbs.
 - Distribute worksheets. Have students note how irregular verbs form the past tense and the form used with **have** or **has**.

Have students give sentences using some of the verbs in the present, past, and present perfect tenses.

Irregular verbs

Present tense

come
do
drink
give
go
know
ride

Past tense

came
did
drank
gave
went
knew
rode

Present perfect tense

(have) (has) come
done
drunk
given
gone
known
ridden

Present tense

ring
run
see
wear
begin
break
eat
take
grow
speak
write
tear
swim

Past tense

rang
run
saw
wore
began
broke
ate
took
grew
spoke
wrote
tore
swam

Present perfect tense

(have) (has) rung
run
seen
worn
begun
broken
eaten
taken
grown
spoken
written
torn
swum

3. Write the following pairs of sentences on the chalkboard:

1. He taken a bath.
He have took a bath.
2. She gone home.
She have went home.
3. I seen a car crash.
I have saw a car crash.

Have the students study these sentences and determine why each pair of sentences is nonstandard. Lead students to understand that the past tense forms of irregular verbs are used with **have**, and the present perfect forms of irregular verbs are used for the past tense (the pattern often used in non-standard speech). Be sure students understand the reversal that takes place in nonstandard speech.

4. Have students complete the sentences on their worksheet. Remind them to refer to the list of irregular verbs.

Worksheet sentences:

1. He _____ to class with sun glasses. (come, comes)
 2. By the time the teacher saw him, he had _____ them off. (took, taken)
 3. We _____ to the music festival yesterday. (went, gone)
 4. Since we were late, we found everyone had _____ ahead of us. (went, gone)
 5. The music class _____ pupils an opportunity to visit the theater. (give, gave)
 6. There have been many good concerts _____ for pupils. (gave, given)
 7. We wish they would _____ every pupil a chance to travel to music programs. (give, given)
 8. Do you like to _____ on the school bus? (ride, ridden)
 9. Tom has never _____ on a school bus before. (rode, ridden)
 10. I _____ on one during the last trip to the theater. (rode, ridden)
 11. We always _____ our lunch on our trips. (took, taken)
 12. I remember when we stopped and _____ in the park. (ate, eaten)
 13. Have you ever _____ in the park after a trip? (ate, eaten)
 14. We _____ a note thanking the artist for such a fine performance. (wrote, written)
 15. It was a job to have separate notes _____ by each pupil. (wrote, written)
 16. We _____ our dress-up clothes on the trip. (wore, worn)
 17. I had never _____ my new suit before that special occasion. (wore, worn)
 18. We _____ how to act on that trip. (knew, known)
 19. Everyone _____ very highly of our conduct. (spoke, spoken)
 20. The teacher had never _____ such cooperation before. (saw, seen)
5. Ask individuals to read each completed sentence. Emphasize the sentences written in past and present perfect tenses.

6. **Play tape for Drill 1** (repeated drill sentences in present, past, and present perfect tenses). The tape begins, "I will give you a sentence in the present tense..."

Sentences for drill (Part 1)

1. He breaks a record in track every spring.
2. I run around the block each morning.
3. We speak standard English in our room.
4. I see the new neighbors.
5. She wears black on Sundays.
6. He drinks too much punch.
7. They go out on dates Friday nights.
8. You take a long time to dress.
9. It grows but in the summer.
10. I write love letters twice a day.
11. I eat too much.
12. I know standard English perfectly.

Sentences for drill (Part 2)

1. He went home.
2. He knew the famous movie star for years.
3. They rode the bus to school.
4. I ate two chili dogs, three cheeseburgers, and an apple for lunch.
5. I took his temperature three times today.
6. We drank milk for breakfast.
7. They broke five plates.
8. I saw three movies.
9. I wrote my brother a letter.
10. I came to the party too late to have fun.

7. **Have students summarize the important points of the lesson.**

1. Irregular verbs do not take the sound represented by the letters **ed** in their past tense.
2. Irregular verbs have different forms for the past and present perfect tenses. Regular verbs use the same form for these tenses.

FOLLOW-UP

I. Have students select the standard form of each verb to write in the blank.

- | | |
|--|---------|
| 1. Has John _____ my book? | (take) |
| 2. He _____ everything last night. | (eat) |
| 3. She _____ one of her china cups. | (break) |
| 4. He _____ to work at 8:00 every morning. | (go) |
| 5. I _____ how to make a dress. | (know) |
| 6. They had _____ what the answer would be. | (know) |
| 7. My coat _____ on the shoulder | (tear) |
| 8. Have you _____ Mary today? | (see) |
| 9. No, I have not _____ her for a week. | (see) |
| 10. He _____ a nice personality. | (have) |
| 11. They have _____ already. | (eat) |
| 12. My mother _____ in my aunt's car. | (ride) |
| 13. She has _____ with me for a year. | (ride) |
| 14. The teacher _____ to the PTA meeting last Tuesday. | (come) |
| 15. The senior class has _____ to decorate the gym. | (come) |
| 16. I _____ John this morning. | (see) |
| 17. My father _____ to Chicago on business. | (go) |
| 18. The children _____ all their milk. | (drink) |
| 19. John has _____ his orange juice. | (drink) |
| 20. Have you ever _____ to her before? | (write) |

II. Play tape for Drill 2 (repeated drill sentences in past tense). The tape begins, "In this drill, we will work on..."

Sentences for drill

1. Every Friday night, I have gone to the dance.
2. I have taken one or two of my friends with me.
3. We have seen the funniest sights at the dance.
4. I usually have worn my strongest glasses so I wouldn't miss the funny sights.
5. I have broken the glasses, and I can no longer see the sights.
6. I really don't care, because I have grown tired of the sights.
7. Now, I have begun to listen for funny sounds at the dances.
8. I have known for a long time that the music was odd.
9. I have come to the end of this tape.
10. I have spoken my last words.

III. Have students fill in the blanks with the standard form of the verb listed at the beginning of each group of sentences:

takes — taken

1. He _____ my book.
2. Has she _____ her medicine?
3. They had been _____ there before.
4. Mary _____ too long when she goes to the beauty shop.
5. It _____ three hours to have my picture _____.

wore — worn

1. She _____ very bright colors.
2. Have they _____ their new clothes?
3. Robert _____ his new suit to the party.
4. My mother _____ her new hat, but she has not worn her new coat.
5. Who has _____ this?

broke – broken

1. They _____ the chair.
2. Has the crown _____ through the barricade?
3. She _____ the saucer but has not _____ the cup yet.
4. Has he _____ the record that Frank _____ in the meet last week?
5. Have they _____ their engagement?

LESSON 21

REVIEW OF THIRD PERSON SINGULAR, PRESENT AND PERFECT TENSES

OBJECTIVE: Students will develop standard usage of third person singular, present and perfect tenses.

MATERIALS: Tape C14
Worksheet--Lesson 21
Worksheet--Lesson 21 Follow-up

PROCEDURE:

Introduction

Remind the students that verbs take the **s** sound if the action is done by **he, she, it, Mr. White, etc.** (third person) in the **present**.

1. Have students use a verb in the present tense for the following pairs of sentences which have been either duplicated or written on the chalkboard.
 1. I _____ to the radio as I _____ to school in the morning.
He _____ to the radio as he _____ to school in the morning.
 2. You _____ exactly like a friend of mine.
Tommy _____ exactly like a friend of mine.
 3. I _____ the grass, _____ the dishes, and _____ up the house for my mother.
He _____ the grass, _____ the dishes, and _____ up the house for my mother.
 4. I _____ to sit in a big comfortable chair and _____ television every evening.
Mr. Johnson _____ to sit in a big comfortable chair and _____ television every evening.
 5. I _____ the prize every year.
It _____ the prize every year.
2. Point out to students how the words added to the sentences change in the second sentence of each pair. Emphasize the addition of the **s** to the words in the second sentence of each pair. Lead students to make the following generalization: Action words take an ending sound if the subject is **he, she, it, the name of a person, a thing, etc.** (third person), and the action is in the present.
3. Have the students read the sentences in Step 1 orally. Tell them to be sure to pronounce the ending sound of the verbs in the second sentence of each pair.
4. Write the following sentences on the chalkboard:

I **have** looked. You **have** looked. He/She/It **has** looked.
I **have** taken. You **have** taken. He/She/It **has** taken.

Point out to students that **has** instead of **have** is used with third person singular (**he, she, it, etc.**). Emphasize that **have** is not used with the third person. Point out the similarity between the ending sound on verbs for the present tense and the ending sound of **has** for the present perfect tense. Point out that the verb changes to the form used with **has**. Remind students that some verbs (irregular verbs) do not take an **ed** ending with **has**.
5. Write the following pairs of sentences on the chalkboard, or have the students look at them on their worksheets. Explain each pair of sentences, as in 4, above.

REVIEW OF THIRD PERSON SINGULAR, PRESENT AND PERFECT TENSES

1. He talks to the class in a soft voice.
He has talked to the class in a soft voice.
2. After dark, Mary stays in the house.
After dark, Mary has stayed in the house.
3. The man paints his house every year.
The man has painted his house every year.
4. He pushes the cart past the school
He has pushed the cart past the school.
5. Marilyn reads every book on the best-seller list.
Marilyn has read every book on the best-seller list.
6. Have the students read the sentences orally after the explanation.
7. **Play tape for Drill 1** (sentence drill; change present sentences to present perfect tense). The tape begins, "Repeat the following pairs of sentences after me..."

Sentences for drill

1. Mr. Jones walks the dog this morning.
Mr. Jones has walked the dog this morning.
2. The pitcher throws the ball to the catcher.
The pitcher has thrown the ball to the catcher.
3. She speaks to me every time she sees me.
She has spoken to me every time she has seen me.
4. Doris reads the daily bulletin.
Doris has read the daily bulletin.
5. If the bus leaves before you get to the station, call a taxi.
If the bus has left before you get to the station, call a taxi.

Sentences for drill (Change to present perfect tense.)

1. The baby cries because it is hungry.
 2. Johnny stays in the same homeroom each semester.
 3. Every time it rains, Mr. Jones catches cold.
 4. This boy causes trouble on the playground every day.
 5. The heavyweight champion knocks out his opponent in every fight.
 6. The man walks to work because the weather is nice.
 7. After each homerun, the crowd yells loudly.
 8. The pitcher throws the ball over the catcher's head.
 9. The sick, old lady needs money for the doctor bills.
8. Have students summarize the lesson. List the most important points on the chalkboard.
1. Ending sound with third person singular for present tense verbs (ending sound written as **s** or **es**)
 2. **Has**, not **have**, used with third person singular, present perfect tense
 3. Concept that irregular verbs used with **has** do not take the ending sound written as **ed**

FOLLOW-UP

- I. Have students write sentences using the following words. (After students have written the sentences, they can read them orally; also, they can tape record the sentences and play back the recordings to check each other on pronunciation and usage.)

- | | |
|------------|------------|
| 1. drives | 7. jumps |
| 2. catches | 8. gives |
| 3. sees | 9. goes |
| 4. runs | 10. comes |
| 5. talks | 11. waits |
| 6. looks | 12. writes |

- II. After students have written the sentences, have them use each word in the list with **has**. Remind the students to change each word to the standard form used with **has**.
- III. Have students select a classmate (or a famous person) and describe him or her to the rest of the class. In the description, students should include any information which will identify the person, except the name. Students must use the third person singular, present and present perfect tenses, in the description. They may have to write the descriptions first. For example, descriptions can begin, "This boy **plays** on the football team. He **has played** halfback for two years, and he **likes** this position better than any other. He **gets** good marks in school, and he **has made** the honor roll the past three semesters..."

Have students tape record their descriptions and check each other on the playback for standard pronunciation and usage, especially of third person singular, present tense, and present perfect tense.

Have students select a particular occupation and describe the duties of a person in that occupation. Students should use the third person singular, present tense, in the description.

LESSON 22

SCHOOL INTERVIEW

OBJECTIVES: Students will develop the ability to communicate with the school staff: teachers, counselors, administrators, etc.
Students will develop the ability to fill out school forms.

MATERIALS: Tape C15
Worksheets--Lesson 22 ("My School Day")
Worksheet--Lesson 22 Follow-up
Blank Tape

PROCEDURE:

Introduction

Write the following paragraph on the chalkboard:

When you have business to conduct in the counselor's office or the attendance office, do you accomplish what you set out to do? Are you satisfied with the results of your visit? Would the use of standard English have helped your situation?

1. Have students list the departments and office in the school with which they have contact during their three years in high school.

Examples

1. The Attendance Office
 2. The Counselor's Office
 3. The Bookroom
 4. The Nurse's Office
2. Point out to the students that facts about themselves and their school should be memorized so that they will be able to conduct their school business with ease and accuracy.
 3. **Play tape Drill 1** (dialogue between a counselor and a student). The tape begins, "Listen to the following dialogue..."
 4. After students have heard the dialogue, have them discuss it and suggest ways it could be improved. During the discussion, stress the need for clear expression. Emphasize that students should have enough information at hand to present a problem clearly and to answer questions accurately.
 5. Distribute "My School Day" form. Have students fill out the "Program Form."

SUPPLEMENT

NAME _____

SUBJECT AND PERIOD _____

DATE _____

**MY SCHOOL DAY
PROGRAM FORM**

LAST NAME: _____ FIRST NAME: _____

SCHOOL: _____

SCHOOL ADDRESS: _____

GRADE: _____ HOMEROOM: _____ HOMEROOM TEACHER: _____

PRINCIPAL: _____

PERIOD	CLASS	ROOM	TEACHER
I			
II			
III			
IV			
V			
VI			

FOLLOW-UP

Have students work in pairs on the situations listed below. Questions are provided for each situation. Students can use these questions as a guide in planning their dialogues. Emphasize that answers should be complete and given in standard English. Have pairs of students tape record dialogues for class evaluation. Check all items covered in previous lessons.

I. The Attendance Office**Absence**

Your name, grade, and homeroom, please?

Do you have your absence note?

How long were you absent?

Who wrote this note? May I call someone to verify the statements?

Did you go to the doctor?

Work Permit

What kind of a permit do you want?

What type of work will you be doing?

How many hours a day and days a week will you be employed?

What is the name of your employer?

General

Where does your mother work?

Do you know the address? Her employer's name?

Do you have an adult neighbor I could call?

II. The Bookroom

May I help you?

When did you lose your book? Where do you think you lost it? Have you checked the place where you think you left it?

What is the title, author, and number of the book?

Did you get a clearance receipt from your teacher when you turned in your book?

Why do you think your teacher lost the book?

Why do you think you are not responsible for a book stolen from your locker? Do you share your locker? Does anyone else know your locker combination? Did you report this to your homeroom teacher?

III. Counselor's Office

What is your name, grade, and homeroom number?

Do you have an appointment with your grade counselor?

Does your teacher know you are here?

Why do you want to see your grade counselor?

How old are you? Who are some of your teachers? What seems to be your problem? How can I help you?

How do you get along with your classmates?

How would a change of class help your situation?

Do you have friends in the class you want to change to?

In what way is your present class too hard?

Do you do your homework? Do you volunteer any work?

What kind of grades do you usually receive? What grade did your present teacher give you?

Do you like school?

IV. Nurse's Office

Did you sign in?

Do you have a permit from your teacher?

What seems to be your trouble?

What did you eat for breakfast? For lunch? For dinner?

When did your ailment start bothering you? Did you report it immediately to your teacher? Did you tell your mother about this last night? Why didn't you go to the doctor?

Is your mother home? May I call someone to come for you? Do you have a family doctor? What is his name, and where is his office?

Do you know your parent's business phone number?

Is there an adult member of your family I can contact?

Did you participate in your physical education activities today?

Do you think an hour's rest will make you feel any better?

LESSON 23

TROUBLESOME WORDS

OBJECTIVES: Students will develop standard pronunciation of selected words.
Students will develop standard pronunciation of the plurals of words ending in **st** or **sk** sounds.

MATERIALS: Tape C16
Worksheet--Lesson 23 Follow-up
Blank tape

PROCEDURE:

Introduction

Some students pronounce the plurals of words that end with the **st** or **sk** sounds by dropping these sounds and substituting the **ses** sound. This substitution creates an extra syllable. For example, *tests* is pronounced *tesses*; *desks* is pronounced *desses*; *guests* is pronounced *guessees*.

The first part of this lesson presents the standard pronunciation of words ending in **st** or **sk** sounds.

The second part of the lesson presents the standard pronunciation of selected words that are given a grossly deviant pronunciation by some students. For example, *sandwich* is pronounced *sammich*; *credit* is pronounced *credick*; *yesterday* is pronounced *yestiddy*.

1. Write the following list of words on the chalkboard:

wrist	wrists
test	tests
mast	masts
vest	vests
chest	chests
pest	pests
fist	fists
guest	guests
desk	desks
mask	masks

Pronounce each word in the first column and tell the students that each word is one syllable. Point out that the plurals of these words are formed in writing by adding the letter **s**. Next, emphasize that in standard English *only* the **s** sound is pronounced when forming the plurals of these words; no extra syllable is added to form the plurals.

2. **Play tape for Drill 1** (explanation of forming plurals of words ending with **st** or **sk** sounds; pronunciation drill). The tape begins, "Look at the list of words on the board..."
3. Repeat Drill 1 until students can give a standard pronunciation to the plurals of these words.
4. **Play tape for Drill 2** (sentence drill). The tape begins, "Repeat these sentences after me..."

Sentences for drill

1. Many of the **guests** spilled soup on their vests.
2. Small boys **stick** out their **chests** when they pass their tests.
3. How many **masts** does the schooner haul?
4. How many **desks** are in each room?

5. There are matches on all the **desks**.
6. The tomatoes were eaten by garden **pests**.
7. The girls wore bracelets of topazes on their **wrists**.
8. The **guests** had three guesses to name the dessert.
9. Then, the hostess served peaches to her **guests**.

5. Write the following list of words on the chalkboard. These words will be used in Steps 6 and 7.

Troublesome Words

our	or
yesterday	eleven
ask	credit
something	shrimp
sandwich	suppose
library	another
about	almost
heaven	seven
whip	work

6. Explain to students that standard English has a range of acceptable pronunciations. Refer to the speech of famous persons who show variations in pronouncing English words (i.e., President Johnson, former President Kennedy, Dr. Martin Luther King, etc.). Point out that each of the persons speaks standard English, even though his pronunciation of many words differs from others'. Re-emphasize that standard English has a range of acceptable pronunciations. Next, point out to students that sometimes words are given a pronunciation that is beyond the range of standard English acceptability. Refer to the list of words on the chalkboard; these are examples of words that sometimes are given a *grossly* nonstandard pronunciation.
7. **Play tape for Drill 3** (pronunciation drill). The tape begins, "Look at the list of troublesome words written on the board..."
8. Repeat Drill 3.
9. Have students copy the list of troublesome words for future use.
10. Have students summarize the important points of the lesson.
 1. Consonant cluster sounds at the ends of words are pronounced in standard English.
 2. Words ending in **st** or **sk** sounds do not take an extra syllable to form their plurals in standard English.

FOLLOW-UP

- I. **Play tape for Drill 4** (sentence drill). The tape begins, "Repeat these sentences after me..."

Sentences for drill

1. Babies like to put their **fists** into their mouths.
2. The art class made **masks** for Halloween.
3. This spray is useful on garden **pests**.
4. **Aerialists** always tape their **wrists**.
5. You will find the **tests** on the boxes on the **desks**.
6. They used boards of birches to make the **chests**.
7. Corn **husks** were used to make tamales.
8. Cats who are **pests** molest birds in their **nests**.
9. Mice are **pests** that a housewife **detests**.

- II. Have students tape record their oral readings of the following paragraphs. Play back the recordings and have students check each other for standard pronunciation of plural nouns.

Churches usually welcome their guests by serving coffee in the church hall or dining room after the service. Sometimes, the ladies also serve cookies. Usually, the church hostess sits at a desk and takes the names of each of the women and men. All the deacons have name cards pinned to their vests, and they see to it that the children don't become pests and annoy the guests. Of all the desks in the room, these desks are the cleanest. Put the tests on the two clean desks. There are some other tests in the chests behind the desks.

- III. Have students tape record their oral readings of the following dialogue. Play back the recordings and have the class members check the recording for standard pronunciation.

- 1: Will you ask your father if I may borrow his ax?
 2: I can't ask him now because he hasn't come home yet.
 1: I need the ax for a few days, so I'll ask him when he gets home.
 2: I know where he keeps the ax, and I'm sure that it will be all right for me to lend it to you without asking him.
 1: Thank you so much; I don't like to ask a neighbor for his ax, but the city has asked me to cut down the tree in front.
 2: Don't worry about it; I'm sure he won't need the ax for a few days.
 1: Just the same, I'll ask him when he returns.

- IV. Have students write ten sentences, using as many of the following words as possible in each sentence. Then, have students tape record their own sentences (or, they can record each other's sentences). Have the students check each other for standard pronunciation.

tests
 chests
 guests
 desks
 fists

ask
 credit
 yesterday
 our
 or

LESSON 24

DOES, DID, DONE

OBJECTIVES: Students will be able to recognize the standard use of **does, did, done**.
Students will develop standard usage of **does, did, done**.

MATERIALS: Tape C17
Worksheet--Lesson 24 Follow-up
Blank Tape

PROCEDURE:

Introduction

Write the following paragraph on the chalkboard.

To Do

Today we will _____ some work with the verb to _____. We have _____ sentences with other verbs, but the verb to _____ presents special problems. The third person singular, present tense, of this verb changes to _____, and this will be our major concern in this lesson.

1. Write the present tense forms of **to do** on the chalkboard.

I	do
you	do
he, she	
it, Miss Jones	does
the group	
the car	
we	do
you	do
they	do

The third person singular, present tense, causes the difficulty. (**Does** is seldom used--**do** is substituted for **does**.)

Have the students repeat conjugation of **to do** (present tense) a number of times. (Have students *memorize* this conjugation.)

2. List the past tense forms of the verb **to do** next to the present tense conjugation.

I	do	did
you	do	did
he, she, it		
Miss Jones	does	did
the group		
the car		
we	do	did
you	do	did
they	do	did

Point out to students that **did** is not used with an auxiliary verb. It is **never** accompanied by a helping word. This point should be emphasized. Also, point out that **did** does not change when its subject is **he, she, it, a person's name, or an object**. (Use **did** in a few sentences, third person singular, past tense.)

3. List the present perfect tense forms to the right of the past tense.

I	do	did	have done
you	do	did	have done
he, she, it			
Miss Jones,	does	did	has done
the group,			
the car			
we	do	did	have done
you	do	did	have done
they	do	did	have done

Point out that **done** must be used with **have, has, or had**. The third person, present perfect tense (**has done**) causes difficulty. (The nonstandard pattern **have did** is commonly substituted for **has done**.)

- ★ **Play tape for Drill 1** (sentence drill; pattern practice). The tape begins, "Listen carefully. In the present..."

Sentences for drill

1. Alice does all the new dances.
2. The machine does four operations at a time.
3. Who does the gardening at your house?
4. The color does suit her very well.
5. The team usually does poorly in its first game.

Pattern: _____

... does all the driving for the family

(The man, the chauffeur, my youngest brother, the lady, my friend, the robot)

5. Have students summarize the main points in the lesson.

1. Conjugation of **to do**: present, past and present perfect tenses
2. Standard usage of **to do** in third person singular, *all tenses*

FOLLOW-UP

- I. **Play tape for Drill 2** (sentence drill; change sentences from present to present perfect tense). The tape begins, "Listen carefully. The verb **to do** changes..."

Sentences for drill

1. He did the reading for today's assignment.
2. He has done the reading for today's assignment.
3. Did he do all that he was supposed to have done?
4. He has done all that he is going to do.
5. We did our drills last week.
6. We have done our drills.

Sentences for drill (Change to present perfect.)

1. We did the cleaning.
2. She did the washing and ironing.
3. He did the work on his car.
4. They did all three jobs.
5. I did my friend's homework for her.
6. I did the writing for the church play.

- II. A. Have students fill in the blanks in the following sentences with **do** or **does**.

1. When will you _____ this term paper?
2. My mother _____ the shopping every week.
3. _____ he _____ his own income tax return?
4. _____ he have someone else _____ it for him?
5. What _____ she _____ every afternoon?
6. The group _____ its rehearsing in the church hall.
7. They _____ a lot of charity work for the church.
8. We thought we had seen them _____ it.
9. My sister and I _____ a lot of window shopping.
10. If he _____ the dishes, we won't have to _____ them.

- B. Have students write ten sentences using **does** as the main verb. They must begin each sentence with the word provided, and the verb **does** may not follow the first word of each sentence. Give them the following examples with the word **which** as the first word: Note that students are given this drill to force them to deal with **does** in a position where they will tend to use **do**.

Which one of the books **does** he want?

1. Who
2. His pride
3. The gymnastics team
4. Why
5. Where
6. Happiness
7. How
8. Education
9. When
10. The family

- III. A. Have students fill in the blanks in the following sentences with **did** or **done**.

1. The girls who are taking sewing have _____ the costumes.
2. The girls who are taking sewing _____ the costumes.

3. Mrs. Robinson, our drama coach, said that everyone _____ a good job.
4. _____ you know that the scenery was _____ by three boys in our class?
5. You _____ very well in the rehearsal yesterday.
6. Has she _____ her homework?
7. Mrs. Robinson, our drama coach, said that everyone has _____ a good job.
8. Have you ever _____ this kind of work before?
9. She has her hair _____ every Tuesday.
10. Who _____ her hair?
11. _____ you like the way she had it _____?
12. We all thought the new way she had it _____ was prettier than the way it was _____ last week. Her beautician _____ a good job.

B. Have students translate the following sentences into standard English.

1. He always do the wrong thing.
2. After he done his work, he left the house.
3. His sister had did her work before he done his.
4. She had to get to the beauty shop to have her hair did.
5. They done did their homework.
6. Do he work for the county?
7. She has did this kind of problem before.
8. He had did this already.
9. After he done done the work, you may send the check.
10. I have did the dishes.

LESSON 25

DON'T, DOESN'T, DIDN'T

OBJECTIVES: Students will develop standard usage of **does, did, done**.
Students will develop standard usage of **don't, doesn't, didn't**.

MATERIALS: Tape C18
Worksheet--Lesson 25 Follow-up
Blank Tape

PROCEDURE:

Introduction

Point out to the students that TENSE means TIME and that this enables us to know when an action took place.

1. Review the following points:

1. **Does** is used for the third person singular, present tense. Write a few sentences on the chalkboard and point out the subjects to clarify third person. List words on the chalkboard that are third person.
 2. **Did** is used for the past tense. **Did** always stands alone--**did** is never used with a helper. Have students suggest a few sentences using **did**.
 3. **Done** is always used with a helper, such as **have, has, had, was, were, am, is, are**. Point out to students that in the third person, present perfect tense, **has** is used instead of **have**. Have students suggest a few sentences using **done** with first, second, and third persons as subjects.
2. Explain to students that **do, does, and did** can form contractions to make them negative. Have students suggest the negative forms of **does** and **did**. Have them use contractions (**don't, doesn't**). Point out that these contractions act as auxiliary verbs (helping verbs), and that they make the action negative.
3. **Play tape for Drill 1** (examples of nonstandard use of **don't**; sentence drill adding **don't** or **doesn't**). The tape begins, "Listen carefully. The verbs **do** and **does** are used in the present tense..."

Nonstandard examples

1. Tell me that he **don't** know and he's trying to find out something.
2. He look real serious like he **don't** know.
3. He look like he's in a street and if he **don't** move--well, I don't know.
4. He **don't** understand something.

Sentences for drill

Example: He dances well.

He **doesn't** dance well.

1. The teacher gives long assignments.
2. The boy drives to school.
3. They call each other every evening.
4. He delivers the mail on time.
5. We run around the track during gym.
6. I do the dishes after dinner.
7. She gets new clothes often.
8. In the senior year, the class goes on a picnic.
9. I like to skate at the Hollywood Roller Rink.
10. In the winter, they wear a lot of clothes.

4. Review that **did** is the past tense of the verb **to do**, and that **didn't** is the negative contraction of **did** (past tense).
5. Have students suggest sentences using **didn't**. Write these sentences on the chalkboard. Point out to students that **didn't** acts as an auxiliary verb. Be sure to point out the main verb in the sentence and to emphasize that **didn't** makes the action negative.
6. Have students summarize the main points of the lesson on the chalkboard and copy these points in their language notebooks.
 1. **Doesn't** is always used with the third person singular, present tense. **Don't** is never used with third person singular.
 2. **Don't**, **doesn't**, and **didn't** are used as auxiliary verbs (helping verbs).

FOLLOW-UP

- I. Write the following sentences on the chalkboard, and have the students read them.

I told my friend to meet you at school.

He walked toward the school.

Point out to the students that the underlined words (verbs) are in the past tense and that they are affirmative statements; then have the students change them to negative statements. Write the negative forms on the chalkboard:

I didn't tell my friend to meet you at school.

He didn't walk toward the school.

Point out to students that **didn't** changes the statements to the past tense, negative. However, the main verb did not use its past tense form.

Have students change the following verbs to past tense, negative, using **didn't**. Write the list on the chalkboard.

He talked.

She ran.

We saw.

The boys jumped.

The three men worked.

I wrote.

You did.

You told.

They sold.

He failed.

He came.

She looked.

He took.

He didn't talk.

She didn't run.

(etc.)

- II. Play tape for Drill 2 (sentence drill adding **didn't**). The tape begins, "Listen carefully. **Did** is the past tense of **do**."

Sentences for drill

1. I saw the light.
2. He threw me the ball.
3. He fought like a tiger.
4. She smiled when I spoke.
5. They thought of themselves first.
6. The boy wrote an affectionate letter.
7. I drove home late last night.
8. I rode on his new Honda.
9. Her hand touched the hot stove.
10. My little brother grew one inch last year.
11. The class went on a field trip.
12. They caught the six criminals.

- III. Have students practice the following dialogue and be prepared to tape record it with a partner. Emphasize that they should give *every* word a standard pronunciation and give particular attention to the usage of the verb **to do** in all its forms. Have students underline the forms of **to do**.

1: Your mother doesn't want you to stay out late, does she?

2: No, she doesn't.

1: In that case, do you think that we should go to the drive-in now?

2: I don't think it will keep us out too long. She doesn't care, as long as I'm home by twelve.

- 1: Did you tell her what we were going to do?
- 2: Yes, I did. She doesn't let me leave home until she knows what I'm going to do.
- 1: Do you always tell her everything you do?
- 2: Yes. If I don't, she doesn't let me do many of the things I want to do.

IV. Have students translate the following dialogue into standard English.

- 1: Do you want me to help you with your algebra?
- 2: Yes, I'd like some help.
- 1: I've did mine already, and I can help you do yours. Now, let's go back to the problem the teacher done on the board. You know, the kind she do every day?
- 2: O.K.
- 1: Have you did this kind of problem before? Or, is this the first time you done tried it?
- 2: Yes, I've done this kind before, but there is one step I don't quite understand.
- 1: Oh, don't worry . . . I done did all kinds of problems. Besides, I done got an "A" in algebra ever since I've been in high school.
- 2: When you finish helping me with algebra, then I'll help you with your English assignment. I think you could do with some help on to do!

LESSON 26

DOUBLE NEGATIVE

OBJECTIVES: Students will be able to recognize a double negative.
Students will be able to speak without using the double negative.

MATERIALS: Tape C19
Worksheet--Lesson 26
Worksheet--Lesson 26 Follow-up

PROCEDURE:

Introduction

Tell the students that words are needed to express both positive and negative ideas ("yes" and "no" ideas). Ask students to consider what would happen if we did not have words to express negative ideas.

1. Have students give words that express a negative. Write these words on the chalkboard (no, none, not, nothing, nobody, no one, neither, nor, hardly, scarcely, barely).
2. Have the students give a few sentences, using words from the list on the chalkboard. Then, contrast these sentences with the common double negative. For example:

He doesn't have anything.	-	standard
He doesn't have nothing.	-	nonstandard
They don't have any paper.	-	standard
They don't have no paper.	-	nonstandard
Mary didn't ask anybody.	-	standard
Mary didn't ask nobody.	-	nonstandard

Underline the two words in the sentences which make the sentence nonstandard. Emphasize that in standard English a sentence needs only one negative. Point out to students that **n't** in contractions is a negative form.

3. **Play tape for Drill 1** (sentence drill; examples of nonstandard sentences containing double negatives). The tape begins, "In standard English, a sentence needs..."

Sentences for drill

1. He never eats here.
2. He doesn't have any food.
3. I won't invite him to the party.
4. I didn't want anything.
5. I never travel.
6. Nobody was hurt in the accident.
7. He has nothing in his pockets.
8. He won't phone me.
9. I didn't want anything.
10. Nobody was here.
11. She hardly ever concentrates.

Nonstandard examples

1. I think they there because they don't have no money to get in the hotel. I think they on the steps asleep.
2. Well, I don't have no idea.

3. If I get a job there, then I probably won't have no time to do nothing else.
4. Don't see no buildings or nothing . . . just grass and the street.
4. Explain to students that a question often requires a negative answer. Speakers must be careful not to use the double negative in giving an answer. Write a few questions on the chalkboard that require negative answers, and have the students suggest answers. Note that a negative answer is often preceded by the short answer, "No." Point out to students that the word **no** preceding the negative answer is not considered a part of the sentence which follows it.

Examples

Did he arrive on time?

(No) He didn't arrive on time.

Has anyone gone into the building?

(No) No one has gone into the building.

5. Play tape for Drill 2 (students give negative responses to questions). The tape begins, "Listen to the following questions..."

Sentences for drill

1. Did anybody pass the test? (nobody)
2. Have they done their homework? (haven't)
3. How many were left? (none)
4. Will our team win? (won't)
5. Does Charles give her anything? (nothing)
6. Aren't they ever home? (never)
7. Does it rain in California? (hardly)
8. Will he do what he is told? (won't)
9. Does he ever help her? (never)
10. Do you have a car? (no)
6. Have students summarize the important points of the lesson.
 1. In standard English, a sentence needs only one negative word to show a lack of something.
 2. Negatives can be included in words which make a contraction. When using these words, *do not* use another negative word.

FOLLOW-UP

I. A. Have students translate the following sentences into standard English.

1. My friend doesn't never eat much.
2. She can't hardly walk in her new shoes.
3. We don't never get to do nothing.
4. He didn't ask nobody a question.
5. He don't have nothing in his pockets.
6. He don't never phone me.
7. If you go there once, you won't never go again.
8. There wasn't nobody to help me.
9. I didn't need nothing, so I didn't ask nobody to help me.
10. He don't never eat here no more.

B. Have students use the following words in a sentence.

- | | |
|------------|------------|
| 1. no | 6. hardly |
| 2. none | 7. no one |
| 3. never | 8. anybody |
| 4. nothing | 9. not |
| 5. nobody | 10. ever |

II. Play tape for Drill 3 (students use **didn't** or **doesn't** in response drill on **didn't**, **doesn't**). The tape begins, "Listen to the following questions. Respond to each question with a negative contraction..."

Sentences for drill (Students use **didn't** in responses.)

1. Did you need any bread?
2. Did Henry leave some money?
3. Did he eat any candy?
4. Did Jane break any glasses?
5. Did she buy some clothes?
6. Do we waste any time?
7. Does she wear any jewelry?
8. Does Mr. Jones have some money?
9. Do they know any Spanish?
10. Do you see some girls?
11. Does Mary go to the movies?

Sentences for drill (Students use **doesn't** in responses.)

1. Does he ever eat here?
2. Do you ever travel?
3. Do they ever go to Mexico?
4. Do they ever visit San Diego?
5. Does the machine ever work?
6. Does she ever borrow your book?
7. Does he ever go to the track meet?
8. Does he ever write a letter?
9. Does the child ever cry?
10. Do you ever smoke cigarettes?

III. Play tape for Drill 4 (students use negative words that are given in responses). The tape begins, "Listen to the following questions. Respond to each question with a negative answer..."

Sentences for drill

1. Was anyone absent yesterday? (nobody)
2. Was anything missing from the purse? (nothing)
3. Did either appear before the judge? (neither)

4. Was either John or Mary late? (neither - nor)
5. Will he do what he is told? (won't)
6. Will she ever do her laundry? (never)
7. Does he ever help her? (never)
8. How many were missing from the box? (none)
9. Did Tom do his work? (didn't)
10. Aren't they ever at home? (never)
11. Is he rich? (isn't)
12. Have they done their homework? (haven't)
13. Does she ever give homework? (doesn't)
14. Has Alice seen this show? (hasn't)
15. Should you stay out late on a school night? (shouldn't)
16. How many were left? (none)
17. Does Mrs. Smith ever give an A? (never)
18. Does our school have a swimming pool? (doesn't)

IV. Have students change the following positive statements to negative statements. Students must substitute **any** for the words that are underlined.

Point out to students that the verb in the sentence changes when the sentence is rewritten, and it may require a helping verb, also.

1. My father has some new tires for the car.
2. The school held many dances last semester.
3. The bulletin has all instructions for going to the game.
4. There is plenty of room on our campus.
5. We have served all of our detentions for being tardy.
6. The boy did some work after school.
7. We sold many bars of candy during the drive.
8. She cut out some dresses in her power sewing class.
9. He came to work early some mornings.
10. He makes a lot of excuses.

LESSON 27

JOB INTERVIEW

OBJECTIVES: Students will know necessary information for a job interview.
Students will be aware of the need for correct standards of behavior during a job interview.

MATERIALS: Tape C20
Job Interview Worksheet and Job Application Form
Blank tape

PROCEDURE:

Introduction

Point out to students that completing an application and having an interview are two important steps in getting a good job.

Ask a student who has had a job interview to relate his experience.

1. Discuss the following points to remember in a job interview. Write the points on the chalkboard.

1. Be on time.
2. Go alone!
3. Have a neat appearance.
4. Don't chew gum; don't smoke.
5. Be brief.
6. Ask for a specific job or type of work.
7. Tell how you fit the job.
8. Have your papers with you.
9. Don't talk about personal problems.

2. **Play tape for Drill 1** (examples of a poor and a good interview). The tape begins, "Listen carefully to this job interview." Stop the tape after each interview and have students check for the following points in the interviews.

1. Clear pronunciation
2. Standard English usage
3. Poise and pleasantness
4. Complete sentences

Contrast the two interviews.

3. Have students write questions that might be asked during interviews for the following types of jobs:

- | | |
|--------------------------|------------------------------|
| 1. Office clerk | 6. Waitress |
| 2. Sales person | 7. Service station attendant |
| 3. Bag boy (supermarket) | 8. Stock clerk |
| 4. Delivery boy | 9. Postal worker |
| 5. Cashier | 10. Bus driver |

4. Have students summarize important points of the lesson.

1. Careful preparation is necessary for a job interview.
2. Standard English should be used during a job interview.
3. Job application forms should be filled out completely and accurately.

FOLLOW-UP

- I. Have students complete the "Job Interview Worksheet" before they fill out the Application. (Worksheet and Application are on the following six pages; duplicate these forms for the students.)
- II. Have students fill out job application forms. Stress the following points:
 1. Neatness
 2. Completeness
 3. Accuracy
 4. Legibility
- III. Have the students use the questions they wrote during the lesson (Step 3) to conduct mock job interviews. Have the students practice interviews in pairs. Tape record some of the interviews for class evaluation.
- IV. Play back the recordings of job interviews and have the class evaluate the interviews in terms of the points listed in Step 2 of the lesson.

SUPPLEMENT

JOB INTERVIEW I

Tips on How to Get the Right Job

A. GET READY FOR THE INTERVIEW.

Your future employer is a very busy person. He has a half hour or less in which to decide whether to hire you.

Be ready to answer his questions honestly and quickly.

Complete the following check list and keep it. Take it with you to the interview.

_____ My residence is _____

City

State

Zip Code

_____ My telephone number is _____

_____ My Social Security Number is _____

I am going to name the following persons as references.

_____ I have asked them and have their permission.

Name

Address

Telephone Number

Name

Address

Telephone Number

Name

Address

Telephone Number

_____ As proof of age, I have my driver's license.

_____ My personal appearance is ready for the interview.

_____ Proper clothing _____ Haircut or hairdo _____ Shoes shined

_____ I know why I want to work for **this** company.

B. KNOW YOUR WORK RECORD.

The last job I had was with

Name of Company	Street Address	Telephone Number
-----------------	----------------	------------------

From	Month-Year	To	Month-Year
------	------------	----	------------

I left this job because _____.

C. KNOW WHAT TO DO DURING THE INTERVIEW.

The kinds of work I can do are _____.
(Avoid saying, "I can do anything.")

I would like to work by doing _____.

For this kind of work, I think I should earn about _____.
Dollars per hour

I would like to know what is expected of me as a worker.

D. KNOW WHY PEOPLE SOMETIMES DON'T GET THE JOB THEY WANT.

_____ Their appearance did not fit the job.

_____ They were late for the interview.

_____ They were untrained for the job.

_____ They were not very courteous. They talked too much.

_____ They talked about their personal problems.

_____ They forgot to bring their reference papers.

_____ They took a second person (a friend or relative) to the interview.

_____ They did not give enough information in their replies to questions.

JOB INTERVIEW II Application for Employment

PLEASE PRINT

Date _____ City _____

Miss
Name Mrs. _____
Mr. Last First Middle

Residence Address _____ Tel. No. _____
Number Street City Zone

How long have you lived in this city? _____ How long at the above address? _____

Date of birth _____ What proof of age do you have? _____ Are you a
Citizen of U.S.A.? _____

Are you: Single ☐ Married ☐ Widowed ☐ Separated ☐ Divorced ☐ Social Security No. _____

No. of dependents _____ Age of children _____ Do you live with spouse _____ parents _____ other _____

Person to notify in case of accident: Name _____ Address _____

Please Complete Balance of Form in Your Own Handwriting

Height _____ Weight _____ Write with left _____ or right hand _____

Do you object to working Saturday, Sunday, Holidays, or day, evening, or night hours? _____

Typing Speed (w/m) _____ Dictation Speed (w/m) _____

What business machines can you operate? _____

Education:

	Name of School	City and State	Major	Highest Year completed	Year Completed
High					
Junior College					
College					
Other					

Name you used while attending school, if different from above _____

School or campus activities and honors won _____

Are you a licensed motor vehicle operator? Yes _____ No _____

Name _____

Have you ever been arrested for other than minor traffic violations? _____
(Yes or No)

If Yes, Give (1) Offenses, (2) Dates, (3) Places of Arrest, and (4) Disposition of Cases _____

Kind of Work Desired: _____

Please Fill Out Reverse Side of Form

List Your Other Jobs. Start With Last Job Held

Name _____

Last		First			Middle			Wages or Salary
Employer	Position Held and Department	Name and Title of Immediate Supervisor	Type of Work	Date of Beginning Employment	Date of Ending Employment			
Firm Name _____								
Street Address _____								
City _____ Zone _____ State _____								
Tel. No. _____ Why did you leave? _____ Name under which employed _____								

Firm Name _____							
Street Address _____							
City _____ Zone _____ State _____							
Tel. No. _____ Why did you leave? _____ Name under which employed _____							

Firm Name _____							
Street Address _____							
City _____ Zone _____ State _____							
Tel. No. _____ Why did you leave? _____ Name under which employed _____							

Name _____

Military Service Record:
 Selective Service or Reserve Status _____

Date of Entry _____ Rank at discharge _____

Date of Discharge _____ Rating or specialist _____

Branch of Service _____ Type of discharge _____

Give two personal references, not relatives or persons for whom you have worked.

Name	Mailing Address	City	Zone	State	Tel. No.	Business or Profession

LESSON 28

THEM - THOSE

OBJECTIVES: Students will recognize nonstandard use of **them** and **those**.
Students will develop standard use of **them** and **those**.

MATERIALS: Tape C21
Worksheet--Lesson 28 Follow-up
Blank tape

PROCEDURE:

Introduction

Write the following sentences on the chalkboard. (Do not erase them; the same sentences will be used in Drill 1.)

1. Give this money to them boys.
2. Them boys have the money.
3. Them's the boys who made the money.

Tell the students that the word **them** is often substituted for the word **those** in nonstandard English.

Have the students look at the sentences on the chalkboard. Cross out the word **them** in each sentence and write the word **those**. Call attention to the contraction **them's** in the third sentence and have students suggest the standard usage (**Those are**); ask students why **are** is used with **those**. Emphasize that **those** is plural.

Tell the students that this lesson will cover the standard usage of **them** and **those**.

1. **Play tape for Drill 1** (sentences changed to plural in response). The tape begins, "The word **them** is often used..."

Sentences for drill (Pupils respond when they hear the voice on tape say, "Repeat.")

1. **That** is not the one I wanted. (Repeat)
2. Last summer, we visited **that** city for two weeks. (Repeat)
3. **That** student was the last to leave class yesterday. (Repeat)
4. **That** car is always parked on the right side of the street. (Repeat)
5. **That** is not the correct answer to the questions. (Repeat)
6. He won **that** race running barefoot. (Repeat)
7. **That** man does not work hard at his job. (Repeat)
8. **That** girl is the prettiest girl in school. (Repeat)

2. Write the following sentences on the chalkboard:

1. I told him about the birthday party I had.
2. Mary went with her to the dress sale.
3. The policeman gave the directions clearly.

Have the students read the sentences orally. Next, cross out the word **him** in the first sentence and write the word **them** above it.

Ask the students how the meaning of the sentence is changed. (Emphasize that **them** means more than one--**them** took the place of **him**.) Cross out the word **her** and emphasize the same points, as above. Have students make the following generalization: The word **them** is used like **him** and **her**.

Next, show students that the word **them** can be used to stand for a group of things: Cross out the words **the directions** in the third sentence and substitute the word **them**.

Note that not much time is needed in pointing out the usage of **them**. The students should know the standard usage of **them** when it is an object of a preposition or verb. Instead, concentrate on the non-standard usage of **them** for **those**.

3. Write the following paragraph on the chalkboard and have the students fill in the blanks with **them** or **those**:

_____ boys are standing near the door. Please give _____ books and tell _____ to take _____ books to their lockers. Next, tell _____ girls to follow _____ boys and make sure they return to their rooms.

4. Have students summarize the important points of the lesson.

1. **Those** is plural.
2. **Those** is used like **that**.
3. **Them** must not be used in place of **those** in standard English.

FOLLOW-UP

- I. Have students review the uses of the following words: **them, those, and also they, their.** Have students read the following paragraph and practice it for tape recording. Class members can check each other's recorded readings for standard pronunciation.

Those students who do **their** work every day usually get good grades. When **they** receive **their** report cards, **they** usually have such excellent grades that they can present **them** to **their** homeroom teachers, and **they** can place **their** names on the honor roll. Those students who apply themselves will have no difficulty in getting **their** names on the list.

- II. Have students read the following sentences and fill in the blanks with **they, their, them, those.**

1. _____ asked _____ to take _____ clothes to the cleaners.
2. _____ books are the ones I want.
3. Ask _____ for the correct address.
4. _____ parents flew to Chicago for the wedding.
5. _____ were given to _____ by _____ friends.
6. _____ samples may be given to _____ for _____ booklets.
7. It was _____ who put _____ trash out on the wrong day.
8. Give _____ instructions for _____ jobs.

- III. **Play tape for Drill 2** (recognition of standard use of **those**). The tape begins, "Listen to the following sentences. Some are standard..." Have students number their papers from 1 to 10 and follow the directions that are given on the tape.

Sentences for drill

1. He wanted **them** books over there.
2. He found **those** books over there.
3. He read **those** books before.
4. He lost **them** books.
5. He lent her **them** books.
6. He likes to read **those** books.
7. He tried to find **those** books.
8. He helped write **them** books.
9. He worked to buy **those** books.
10. He was instructed to take **them** books.

LESSON 29

COMPARATIVES AND SUPERLATIVES

- OBJECTIVES:** Students will be able to distinguish between the comparative and superlative forms of adjectives.
- Students will develop standard usage of the comparative and superlative forms of adjectives.

- MATERIALS:** Tape C22
Worksheet--Lesson 29 Follow-up

PROCEDURE:

Introduction

Show the students two objects that have marked differences (i.e., two books, one large and red; the other small and blue). Have students discuss the differences between the objects. List on the chalkboard comparative forms of adjectives that are used in the discussion.

1. Have students note the comparative forms listed on the chalkboard. Explain to students that the comparative form is used to compare two objects. List the positive forms next to the comparative forms of adjectives listed on the chalkboard (tall-taller; big-bigger; small-smaller).
2. Show the students the two objects again; introduce a third object, and have students discuss the third object in relation to the other two. List on the chalkboard the superlative forms of adjectives that are used in the discussion.
3. Point out the three forms of adjectives to the students (long, longer, longest; dark, darker, darkest).
4. **Play tape for Drill 1** (sentence drill; pronunciation drill). The tape begins, "How many times have you heard sentences like these?"

Sentences for drill (comparative forms)

1. Jack can run faster than Tom.
2. But Jack runs slower than Jimmy.
3. The basketball player is taller than the football player.
4. Ellen is prettier than any girl in school.
5. I am happier than you.

Sentences for drill (superlative forms)

1. Jimmy is the fastest runner in school.
2. Long John Thomas is the tallest boy in school.
3. Carrie is the prettiest girl in class.
4. My grandmother drives the slowest car in town.
5. Kindergarten children are the happiest students.

Pronunciation drill

- | | | |
|----------|-----------|------------|
| 1. tall | — taller | — tallest |
| 2. fast | — faster | — fastest |
| 3. slow | — slower | — slowest |
| 4. thick | — thicker | — thickest |
| 5. cold | — colder | — coldest |
| 6. warm | — warmer | — warmest |
| 7. black | — blacker | — blackest |

8. strange – stranger – strangest
 9. great – greater – greatest
 10. fat – fatter – fattest
5. Give students the positive form of other adjectives and have them use the comparative and superlative forms orally in sentences. Help the students with irregular adjectives (especially **good**).
 6. Have students summarize important points of the lesson.
 1. Adjectives with the ending sound represented by the letters **er** are used to compare two objects.
 2. Adjectives with the ending sound represented by the letters **est** are used to compare three or more objects.

FOLLOW-UP

- I. **Play tape for Drill 2** (pronunciation drill; sentence drill). The tape begins, "Complete the comparative forms of the following forms of the following words."

Pronunciation drill (Students give comparative and superlative forms.)

smart	young	hard	bad
slow	short	fast	blue
old	heavy	light	good

Sentences for drill (Students repeat sentences and substitute the word given for the comparative or superlative form of the adjective in the sentence.)

KEY

- | | |
|--|---------------|
| 1. He saw three oranges. He bought the ripest one. | (big) |
| 2. I have five pencils. I prefer the sharpest one. | (heavy) |
| 3. There were two roads. We chose the closer one. | (new) |
| 4. He took three tests. He passed the easiest one. | (difficult) |
| 5. She has two sisters. I met the younger one. | (old) |
| 6. I saw many chairs. I liked the smallest one. | (large) |
| 7. She has several formals. She prefers the newest one. | (pretty) |
| 8. There were two magazines. He read the shorter one. | (interesting) |
| 9. He took two rides. He enjoyed the longer one. | (exciting) |
| 10. I had ten glasses. I dropped the heaviest one. | (fragile) |

- II. Have students write sentences using the comparative and superlative forms of the following words:

1. short
2. hard
3. soft
4. close
5. far
6. easy
7. loud
8. ugly
9. pretty
10. smart

- III. Have students pair off and take turns asking and answering the following questions:

1. What is the most delicious food you have ever eaten?
2. What is the best movie you have ever seen?
3. Who is the youngest member of your family?
4. Which do you like better--chocolate or vanilla ice cream?
5. Who is your most recent math teacher?
6. Are boys or girls worse at driving?
7. Who is the best dancer you know?
8. Which is the largest class in your school?
9. Is Bob Hope or Bill Cbsby funnier?
10. Which is the hardest class you take?

LESSON 30

WHAT'S IN A PICTURE?

OBJECTIVES: Students will be able to relate the possible causes and effects of a given situation, either from personal observation or from analysis of a pictorial representation.

Students will become aware of the importance of being able to express their thinking orally.

MATERIALS: Sets of pictures of either dramatic or humorous situations (to be provided by the teacher)

PROCEDURES:

Introduction

Show the class a picture of a dramatic situation after carefully cautioning students not to comment upon it or discuss it among themselves. Give every student an opportunity to see it. (It is recommended that three or four copies of the same picture be used, from magazines such as *Life* or *Look*.)

Ask for a volunteer to express to the group his opinion as to the *causes* and the *effects* of what he has seen. Instruct the other students that they are to refrain from interrupting or offering alternate interpretations until the speaker has finished.

1. Ask for a second volunteer to express his thinking in terms of *cause* or *effect*. Point out to students that they are not to describe what they see, but rather to decide what *caused* the situation and what *effect* it will have on the persons involved.
2. Ask a third volunteer to offer his interpretations.
3. Place before the class four or five pictures of either a dramatic or a humorous situation. Direct students to keep one of the pictures in mind in terms of causes or effects.
4. Ask for volunteers to discuss one of the pictures in terms of causes or effects. Tape record the students' presentations.
5. Repeat Step 4 until all of the pictures have been discussed.
6. Play back the recording to evaluate the success of each of the presentation. Ask the class workers to point out weaknesses of organization or evidence of illogical thinking.
7. Repeat Steps 4, 5, and 6, but this time allow students a few minutes to organize their thinking in writing.
8. Tape record oral expressions by as many students as possible, using either the same set of pictures or other sets to stimulate their thinking.

FOLLOW-UP

(The following are two 50-minute activities.)

- I. Ask for a volunteer to describe a situation he may have witnessed, without explaining the causes or effects.

Direct the class to organize on paper a description of the causes and effects of the situation described.

Tape record various students describing the causes and effects of the situation described.

Ask the student who described the situation to decide which of the students most accurately described the causes and effects.

Repeat the above steps until most members of the class have participated.

- II. Ask students to bring to class pictures from either newspapers or news magazines which show a situation with causes and effects which they feel they can describe.

Ask various students to tape record the following:

1. A description of the situation
2. A description of what they believe to have been the causes
3. A description of what they believe to have been the effects

Part Four
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SELECTED FRAMES **FROM THE FILMSTRIP 'The Languages You Speak'**



Picture No. 13



Picture No. 14



Picture No. 15

Courtesy Los Angeles Times

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